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TEACHERS' MANUAL TO ACCOMPANY
JESCHKE, POTTER, AND GILLET'S
"BETTER ENGLISH"

GRADE SIX



GINN AND COMPANY

BOSTON • NEW YORK • CHICAGO • LONDON
ATLANTA • DALLAS • COLUMBUS • SAN FRANCISCO

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TEACHERS' MANUAL FOR BETTER ENGLISH

I. INTRODUCTION: HOW TO USE THIS MANUAL AND THE TEXTBOOK

Notice that this Manual consists of several chapters. The present Introduction is the first; following this there comes a chapter of General Notes. These General Notes explain briefly the first principles of language study and teaching. Then we have a chapter that offers, often in great detail, specific suggestions for the conduct of the individual lessons, together with which particulars is given the Key (that is, the correct answers) for exercises such as the correct-usage drills and tests, as well as time records for exercises employing speed tests. This chapter on Concrete Suggestions contains frequent references to the one on General Notes (given thus: "See *GN 3*," meaning *See General Note, number three*). The purpose of the whole — the various helps, general and special — is to save the busy teacher time, as well as to contribute assistance for the effectual management of each lesson, in order that those genuine, visible, and gratifying results in the improvement of the pupils' English, which teachers desire and which the textbook dares to promise, may be attained with a minimum of difficulty.

At the beginning of the year the teacher is advised to prepare for the effectual use of the textbook by doing the following things:

1. Read the Preface of the textbook.

2. Read the textbook itself, in order to gain a bird's-eye view of the year's assignments and objectives, which latter are listed in the book.

3. Read this Manual.

The BETTER ENGLISH books are intended to be self-starting and self-running. Still, teachers must know what buttons to push and how to manage the controls and shift the gears. Throughout it is advised that teachers bear the following two points in mind:

1. **How to use the BETTER ENGLISH books.** The authors recommend that, under ordinary conditions, the books be followed as they are written. Let teachers simply follow the prescribed order of the lessons, presenting each lesson as it is presented in the textbook and seeing to it that the pupils secure the practice and the information provided by each lesson. The big results will appear at the proper time, exactly as the finished building in due time presents itself in its completeness after the workmen have given one day after another to piling stone on stone and brick on brick. Little by little the child's speech will improve, his written work will gain in excellence, and his interest in the problem of bettering his English will increase as lesson follows lesson in the order and the manner of the textbook. If the pupil's English could be made perfect by magic on the first day of school, there would be no need of six or more years of systematic language teaching. Since, however, the great aims of the subject can be realized only by an ordered sequence of lessons, exercises, and practice drills, extending over a long period of time, teachers must be content with the accomplishment each day of that day's prescribed tasks, doing each day exactly and fully what the textbook requires. This point cannot be too much emphasized: Follow the book as it is written; do what the book asks you to do; see that the pupils do what the book asks them to do;

and be again reassured that in this way and in this way only may you be certain of meeting the pupils' language needs with the least trouble and with the most marked success.

2. Skill in use the test of language. In the second place, the teacher is asked to reflect on the fact that what pupils need to gain from language study is, primarily, improved language *habits*. Information about the language is important, but it is important mainly in the degree in which it becomes vital and active in the form of desirable language habits. Does the pupil understand what a pronoun is? This question has a place in the teaching of English; but the fact that the pupil may be able to give a correct definition of that part of speech is to be considered in the light of the further question, namely, whether the pupil uses pronouns correctly in his speaking and writing. Thoughtful teachers will readily concede this, but they may not always be fully aware of all its consequences. One of these consequences is that pupils must learn English as an art; that is, they must be given instruction in English of the sort they are given, say, in singing. No one can learn to sing by memorizing definitions or rules about correct and effective singing. What is the voice? What is a song? Such questions, while interesting to some, are of little importance as compared with practice in using the voice and in singing songs. An art means a *doing*, and it is learned *by doing*. The study of English is the study, fundamentally, of the art of communication; therefore the pupil must be given practice in doing, that is, in communicating by word of mouth and by the written word, in order that he may become more and more expert in the art of communicating his thoughts. It is for this reason that the BETTER ENGLISH series provides continual opportunities for speaking and writing; happy experiences in expressing one's opinions, thoughts, plans, and decisions; and habit-forming correct-usage drills. The success of any year's work in English, therefore, must be measured

by what the pupils have learned to do, that is, by what habits of correct and pointed speaking and writing they have formed. The easy and correct recital of rules and definitions is of value only as it contributes to the pupils' increasing skill in communicating their thoughts to others. We do not ask that a telegraph operator be able to give a correct *definition* of electricity, or of wire, or of the instrument he uses. *Does he send the message with accuracy and speed?* That is the test. What can he *do*? That is the test in language work also, and the teacher is asked to present each language lesson from this point of view. By reading the textbook carefully, together with this Manual, the teacher will be helped to maintain this effectual point of view as lesson follows lesson through the year.

II. GENERAL NOTES

(This chapter is devoted to a brief statement of some of the principles of language study and teaching. Each section bears a number. Thus, the first section of the chapter, as can be seen below, is entitled "GN 1. Correct Usage." The symbol "GN 1" means *General Note, number 1.*)

GN 1. Correct Usage

An error in one's speaking or writing shows like a smudge on the face, but it is more significant, more reprehensible. The smudge is possibly, probably, an accident, perhaps a bit of soot blown by the wind; the error in speaking or writing, on the other hand, is probably a symptom of unfavorable home conditions (so far as English is concerned) and of poor or limited schooling, or no schooling at all. Besides, it may indicate personal negligence or worse. Indeed, an error in English is so diagnostic of the speaker's or writer's mentality — the personal and social status and history of that mentality — that some teachers have adopted for their English work the slogan "Accuracy (that is, correctness) first!"

There are various kinds of errors in English oral and written composition: those of grammar, of pronunciation, of spelling, of punctuation (including capitalization), and others. In the present section we shall discuss the problem of the grammatical error.

The problem of eliminating the grammatical error from the pupils' speaking and writing has several aspects. One of these is indicated by the term *prevention*; another may be called *cure*. The former may be phrased thus: How shall we help pupils to refrain from using the incorrect English

they cannot but hear? The latter asks this question: How shall we help pupils get rid of the incorrect English that has become a living part of their speaking and writing?

To begin with, this fact must be recalled: it is not enough to inform a child (or an adult, for that matter) that a certain usage is incorrect. Mere information — or even information plus exhortation — will neither inoculate nor cure, though it lays the foundation for both inoculation and cure. Accordingly, the teacher must do something more than inform or correct. What is that something more?

After a learner has been told which of two forms is correct, which incorrect, the habit must be created within him of using the one — the desirable one — and avoiding the other. Until he says the right thing habitually, with the ease and automatism of established habit, he has not truly learned it, does not effectually know it, and the teacher's work is incomplete. Much has been learned during the last few years about the formation of correct habits in English. Consequently it is now well understood that mere repetition will not of itself form a habit. The repetition must be thoughtful, must have in mind the end to be gained, must be so devised as to keep the learner alert — that is, to keep him attentive to discover and avoid incorrectness and achieve correctness. Not mere repetition but *repetition plus* builds English habits.

The BETTER ENGLISH books provide specially designed exercises in this efficacious repetition. Turn to the textbook, read that paragraph in the Preface which discusses correct usage, and then turn further and consider critically any correct-usage exercise in the book. Note above all that the drill combines selection of correct form with repetition of correct form — or, rather, to phrase it more exactly, note that the *selection* must be made again and again. That is what counts and goes to the very heart of the matter — the

pupils' repeated *choosing* of the correct form, for it is this correct *choosing* that must be made habitual. When we speak or write and come upon a choice of forms, the one correct and the other incorrect, we should find ourselves so well drilled in making this choice that we make it without hesitation. Finally our readiness to choose without hesitation becomes so efficient as to seem no longer to be choosing at all.

As the reader turns the pages of the textbook, he soon discovers that the exercises in correct usage (that is, in the choice of correct words or forms) are not all alike, though they bring into play the same basic principles of learning just explained. The leading characteristics are here enumerated.

1. Many — in fact, most — of the exercises are preceded by a test, the purpose of which is to bring to the teacher's attention the needs of the class and to provide a diagnosis by means of which to separate the pupils requiring drill from those not requiring it. Both groups of pupils should certainly not be put through the same hopper. Those that already know (and therefore invariably use — otherwise they do not really know) the correct word or form need no drill in its use. To give it to them is to waste time and energy.

2. Some of the exercises are the blank-filling sort, while others present correct and incorrect forms in parentheses. Besides, there is to be found in the Appendix of the textbook a variant of the blank-filling exercise employed in the body of the book. So the teacher is given the choice of three kinds of correct-usage exercise. Probably the exercises in the Appendix will appeal to most teachers as supplementary material to be used with pupils needing more drill than the body of the book supplies. Nevertheless, they may always be used as alternative exercises. The textbook contains a larger quantity of drill work in correct usage than is usually needed than any other textbook offers. Teachers will welcome

this abundance: it will enable them to meet any emergency without going outside the covers of the book; and they will enjoy the variety in the midst of the abundance.

3. As a motivating device a speed test has been built into each correct-usage drill. Not only does this device enable each learner to study his own progress and to be cheered by it but it also carries to the class the challenge of valuable rivalry in learning or in speed of learning. Furthermore, this competition is intertwined with coöperation, for again and again groups of pupils, led by individuals selected for their proficiency by the preliminary tests, are induced to work together, with an eye on those needing special attention, for the improvement of the English of the entire group as contrasted with another similarly preparing group. Games, contests of various sorts, help to give reality to such preparations. The speed test makes repetition acceptable, reasonable, and agreeable.

In the BETTER ENGLISH books each grade is made responsible for certain words or forms. In each grade certain words or forms are taught and drilled until the pupils have mastered them. Each succeeding grade reviews the work of the preceding grade or grades, discovers whether that work was well done, makes up any deficiencies in it, and in its turn launches the class in the mastery of its own group of correct words or forms. The following list shows this distribution of the correct words or forms; incidentally it reveals the distribution of the responsibility for their mastery by the pupils.

GRADE THREE

saw, seen
did, done
went, gone
came, come
was, were (preliminary exercise)

GRADE FOUR

Review of the correct forms first taught in Grade Three :

learn, teach
 may, can
 was, were (preliminary treatment in preceding grade)
 isn't, aren't
 those, them
 no, not, never (double negative)
 lie, lying, lay, lain (preliminary exercise)

GRADE FIVE

Review of the correct forms first taught in Grade Three and Grade Four :

doesn't, don't
 it is I, it is he, she, we, and they
 ate, eaten ; wrote, written
 ran, run ; rang, rung ; sang, sung ; drank, drunk
 throw, threw, thrown
 this, these ; that, those
 good, well
 sit, sits, sitting, sat (preliminary exercise)

GRADE SIX

Review of the correct forms first taught in Grade Three, Grade Four, and Grade Five :

set, sit (preliminary treatment in Grade Five)
 froze, frozen ; broke, broken ; spoke, spoken
 lie, lay (preliminary treatment in Grade Four)
 verbs
 pronouns
 prepositions
 without, unless
 like, as, as if
 who, whom
 leave, left, let

GRADE SEVEN

Review of the correct forms taught in the preceding grades :

predicate pronouns
predicate adjectives
adjectives and adverbs with verbs
than followed by a pronoun
complex sentences in place of incorrect compound sentences
miscellaneous words and forms

GRADE EIGHT

Review of the correct forms taught in the preceding grades :

shall, will ; should, would
whoever, whomever
his, their (agreement of pronoun with antecedent)
neither, nor, either, or
are, is (agreement of verb with its subject)
There was, There were
pronoun after preposition
infinitives
dangling participle
miscellaneous words and forms

NOTE. The preceding classification of correct words and forms is based on a number of well-planned courses of study for city and country schools in widely separated sections of the United States.

In addition to the correct forms listed above there are in each locality, even in each school, other correct forms that call for special attention, since they correspond to characteristic common errors that need to be eradicated. Since these obviously call for local treatment, each teacher is advised to assume responsibility for their removal from the pupils' speech. This should not prove difficult, for the plan and method of the textbook may simply be followed. With the coöperation of the class the teacher may place upon the board

a number of sentences for drill, each sentence containing either a blank to be filled with the correct word or form or a parenthesis containing both the correct and the incorrect form for the selection of the former. The sentences should be modified more or less from time to time for obvious reasons. They should be read aloud in the approved manner (the teacher timing the readers, if this seems desirable), and this should be continued until the necessary results are achieved.

Children of foreign parentage often commit errors because they carry over into English the constructions of their native language.

To remove these errors it is not enough to explain the correct construction; in fact, such explanations are often out of the question because of the limited grammatical knowledge of the pupil; and, in any case, they are ineffectual means for improving the child's speech. Instead, the method employed in the correct-usage drills, of having the pupil repeat the correct form in a great variety of sentences, should be used. A group exercise should be used for gathering suitable sentences for these repetitions, each pupil contributing one or more, which are written on the board by the teacher. Each difficulty listed here will suggest its own remedial drill sentences.

Error in the use or the position of the negative

EXAMPLES: "I no have pencil." "I no can do that."

Error in the position of the adjective

EXAMPLES: "I have a pencil red." "I have a pretty doll little."

Error in the use of the present for the past tense

EXAMPLES: "My teacher *tell* me yesterday." "I *see* a dog last week." "My papa *take* a trip last month."

In addition to the foregoing the following errors are found in the speech of foreign-born pupils:

"In" instead of "on" or "at"

EXAMPLES: "I had a ride *in* my pony" instead of "I had a ride *on* my pony"; and "I have a pig *in* my house" instead of "I have a pig *at* home."

"One" instead of "a" or "an"

EXAMPLE: "I have *one* book" instead of "I have *a* book."

"Make" instead of "do"

EXAMPLE: "The boys *make* well" instead of "The boys *do* well."

Parent coöperation in the eradication of common errors should be solicited, for the sake both of the pupils and of the parents. Some schools send cards to the pupils' homes, explaining the errors that are to be removed in this coöperative endeavor.

Sometimes, at the beginning of the school year, pupils are at a loss as they are confronted by the tests and drills; they do not understand exactly what is expected of them, they do not know how to proceed. In such cases teachers are advised to give the class a preliminary but brief exercise involving two or three of the kind of sentences (either with blanks to be filled or with correct forms to be chosen from parentheses) which the test or drill itself presents. There is no sense in giving a test or a drill whose procedure pupils do not understand before they begin. However, experience in the classroom has shown that the tests and drills of the present textbook present a procedure that pupils master almost at sight.

At the beginning of each year's work, care should be taken to ascertain whether there are pupils in the class who have been transferred from other schools in which possibly other

textbooks were used the year before. It is evident that, unless individual attention is given to such pupils, they will be discouraged at the very outset by feeling themselves to be at a disadvantage as compared with the rest of the class. Explanations of such usages as they do not know, together with a number of exercises for practice, should be provided for them separately; then the tests may be given to the class as a whole.

TIME STANDARDS

The records tabulated in this Manual as standards are not ideal records. They are average records. After the amount of practice the average pupil is able and likely to give to the drills, bright pupils will probably do better than these records. Some few will do very much better. The entire class should be able to do as well. In that sense these records may be taken as standards. To be sure, there will probably be a number of pupils in most average classes who will fall below these standards.

Using these time standards with the foregoing explanations in mind, teachers will do well to work out gradually their own time standards — that will reflect adequately the local conditions, favorable or unfavorable, as well as personal methods of procedure with the drills in the textbook. Such local standards will become more exact and valuable as one class record after another is incorporated in them, as year follows year. They will have a validity of their own, and teachers may think it desirable to publish them in educational journals.

Each pupil's time record must of course be "corrected" for any errors he makes while reading the drill sentences. A pupil reading an exercise in 60" (seconds) and making two errors is not the equal of another pupil reading the same exercise in 60" without a single error. Possibly five or even

ten seconds should be added to a pupil's record for each error he makes. Such a "correction" would give the first pupil above a record of 70'' or 80'' instead of the 60'' to which in fairness he is not entitled.

Teachers will often find it desirable after a drill has been practiced for some time with resulting smoothness, to have the drill sentences read in a different order from the one followed in practice. Thus mere place or position memory will be canceled. Let the sentences be read in the reverse order, that is, beginning at the bottom of the group; or let only even-numbered or only odd-numbered sentences be read; or let some other arrangement be followed, as it suggests itself.

Teachers should be sure to *prepare* the class for each drill by means of exercises in which the technical points involved in the drill are made entirely clear or, in the cases of word-study drills, by means of exercises which make clear the meaning of the words for which synonyms or antonyms are to be supplied. It is seen, thus, that each drill has two almost equally important aspects: (1) that of slow, careful, thorough preparation and study and (2) that of making automatic the new knowledge gained by this study. Preparation for the purpose of securing training that will fit the pupil to do well in the drill joins with the speed drill itself to improve the pupil's grammar and vocabulary.

GN 2. Pronunciation, and the Voice in English

There are no more than several hundred words in the English language that are mispronounced frequently. If the pupil masters these, his pronunciation of English will not be liable to much criticism. They are listed on pages 16, 17, and 18, being arranged according to the grades in which they are first taught. The list enables teachers to see at a glance their own responsibility in its relation to that of teachers of other grades.

It is advisable when teaching pronunciation of words often mispronounced, to bear in mind the following points:

1. Information will not create habit; it is only the first step — and a short one — in that direction. Exhortation is not the second step. When the pupil has been told how to pronounce a certain word, it is necessary for him by frequent repetitions to accustom his lips, tongue, and ears to this pronunciation and so to make it his own. Carefully planned exercises are called for to accomplish this, to establish this habit, and for these the teacher should look to the textbook.

2. It is desirable, when it can be done easily, for the pupil to associate every correct pronunciation that corresponds to a common mispronunciation with that of a correct pronunciation he already knows. This is likely to be some word not listed among the words that are liable to frequent mispronunciation. This association of the new word, the word to be learned, with a word well known, this anchoring the new word to the safe old one, must be provided for by the textbook. A mere list in the textbook is not teaching pronunciation; a mere list does not mean that mispronunciations will be eradicated. The pupil must be led by the textbook, by the teacher leaning on the textbook, to connect (for example) the pronunciation of *again* with that of such words as he well knows, words that he simply cannot speak incorrectly, as *ten*, *men*, *hen*; of *get* with *bet*, *set*, *let*; of *debt* with *net*, of *debtor* with *letter*, and *across* with *cross*. Further, he should in many if not in most instances know also what *not* to say, in order that the exercise may succeed in correcting his fault. So he should be told that *again*, if pronounced to rime with *gain*, is wrong (or, at least, decidedly second choice even in England); that *git* and *acrost* are wrong; that *winder* and *nothin'* are incorrect ways of saying *window* and *nothing*; and so on through the list. It must be remembered that these

mispronunciations are in the air; otherwise the foregoing procedure would not be recommended; the child has already heard them or is sure to hear them soon. When he does hear them, there should be an automatic response waiting within him to tell him that they are wrong.

3. Not only should each troublesome word be studied as just suggested, not only should it be pronounced by the pupil as the teacher pronounces it to him (it is more important than most teachers may suspect that they should make very sure of the correctness of their own pronunciation of the words before undertaking to teach them to others), but in addition sentences containing the troublesome words in natural context should be read aloud again and again, as the textbook prescribes and provides. As in the correct-usage drills, the speed contest may be used to motivate these drills. Even this, however, is not enough. We desire to eradicate these mispronunciations from pupil speech entirely; accordingly pupils should be required to use in sentences of their own making each troublesome word that is studied. The textbook makes a point of meeting these various requirements.

WORDS OFTEN MISPRONOUNCED

(Arranged according to the grade in which each word is first taught in the BETTER ENGLISH books)

GRADE THREE

accept	crying	get	library
again	did you	give me	may have
arctic	don't you	glad to	might have
are	eleven	going to	ought to
because	escape	harnessing	our
can	February	hundred	plan to
catch	figuring	just	pleased to
coming	film	laughing	poem
could have	fooling	let me	polishing

reading	scolding	want to	why
reciting	should have	were	wish to
repairing	singing	what	won't you
rinse	talking	when	would have
running	telling	where	yes
saw	three	which	yesterday
saying	walking	while	

GRADE FOUR

Review of the words taught in Grade Three :

across	drowned	iron	often
anything	every	jeweler	picture
asked	everything	jewelry	soften
attacked	farther	kept	something
debt	fourth	lion	surprise
debtor	geography	listen	third
difference	grocery	nothing	threw
different	horse		

GRADE FIVE

Review of the words taught in Grade Three and Grade Four :

address	coupon	I wish	room
apron	drawing	machinery	root
arithmetic	engine	once	route
ate	father	parade	stomach
athletics	forehead	partner	such
automobile	genuine	perhaps	theater
average	handkerchief	pianist	today
bouquet	history	piano	tomorrow
breakfast	inquiry	pumpkin	touch
broom	interesting	quiet	Tuesday
chimney	Italian	recess	twice
column			

GRADE SIX

Review of the words taught in Grade Three, Grade Four, and Grade Five:

attached	height	smooth	thirty
chestnut	introduce	strength	this
children	kettle	suggest	those
chocolate	learned	thank you	throw
course	length	that	tremendous
deaf	new	them	umbrella
diamond	quantity	there	usually
faucet	radio	these	vegetables
figure	radish	they	watch
for	recognize	thick	window
from	regular	thief	with
government			

It is suggested that this list be systematically increased by the continual addition to it of other words mispronounced by pupils. Localisms should be added. Pupils or committees of pupils may be asked to "go hunting" for mispronunciations. Every word mispronounced during the story-telling or other exercises in speaking should, if not already in the list, be added to a growing list on the board. Pupils will soon become alert for errors of this kind. From such a small beginning may well grow a class language conscience, a class pride in its English, and thus finally an individual conscientiousness in the use of the mother tongue.

Grade Seven and Grade Eight should review the word lists of the lower grades, in addition to mastering the words printed in the textbooks for Grade Seven and Grade Eight.

The voice in English. The teacher's attention is called to the following matter having to do with (1) vocal drill, (2) the discovery and treatment of speech difficulties or defects, (3) speech difficulties peculiar to some foreign children in American schools, and (4) stammering or stuttering.

VOCAL DRILL

The purpose of vocal drill is to give breath control, to strengthen the voice, to give purity of tone, distinctness of enunciation, and agreeable utterance. The teacher should make use of the following drills every week. They hardly need special motivation, since the needs of the class in this respect can be pointed out incidentally during any recitation. The same drills may be used over and over, exactly as in the case of gymnastics, but teachers will have no difficulty in devising variations if these seem desirable.

It is a common fault of teacher and pupils, especially when speaking in a large room or when calling a person from a distance, to pitch the voice too high. No matter how large the room, speakers will do well to pitch the voice in the middle of the vocal range and to keep it there much of the time. It is suggested that teachers scrutinize their habit in this regard and, if they find themselves at fault, reform their method of speaking. The gain in speech power will more than repay them.

Exercise. 1. Stand erect, arms at the sides. Inhale slowly through eight counts, gradually raising the arms until they are extended at the sides and on a level with the shoulders. Hold the breath through four counts, and at each count bring the palms of the hands sharply together in front and on a level with the shoulders, then back sharply. Exhale explosively. Repeat several times.

2. Stand erect, hands at the sides. Slowly and by repeated inhalations pack the lungs with air,—that is, inhale a short breath, then hold it a moment; add another short breath to it, then hold both; and so on until the lungs are packed to their full capacity. Exhale explosively. Repeat.

3. Stand erect, hands at sides. Inhale quickly. Hold through four counts. Exhale slowly through four counts,

then pause; exhale slowly through four more counts, then pause; continue in this way as long as there is breath left. Repeat.

4. Repeat the preceding exercise with this difference: instead of exhaling silently, softly make the sound *n-n-n*; again, the sound *m-m-m*; again, the sound *ah-ah-ah*. Repeat with the following sounds in turn: *oh-oh-oh*, *ee-ee-ee*, *ay-ay-ay*, *oo-oo-oo*; then repeat, placing the following consonants in turn before the vowel sounds above: *n*, *m*, *l*, and *r*.

5. Stand erect, hands at sides. Inhale quickly and quietly, without raising the chest or shoulders perceptibly. Exhale slowly and steadily, making a soft, buzzing sound. Make the sound as even and prolonged as possible.

6. Sound *oo-ah* softly about the middle of the vocal range and go up one full tone and back; then go down one full tone and back; then combine the two. Continue the latter exercise as long as the breath lasts. Be sure to begin with a full breath.

7. Repeat the preceding exercise with the following in turn: *oo-ee*, *oo-ay*, *oo-oh*, *noo-nah*, *noo-nay*, *noo-noh*, *noo-ee*, *moo-mah*, *moo-moh*, *moo-mee*, *moo-may*, and with other similar combinations that suggest themselves.

8. Read one or more paragraphs from your reading book. Read them in a whisper but so distinctly that everyone in the room is able to understand you.

SPEECH DIFFICULTIES OR DEFECTS

Some pupils, particularly children of foreign parentage, labor under the disadvantage of not being able to pronounce easily, if at all, some of the sound combinations that occur in English words. It is suggested that pupils be tested by means of the following list of words, each of which represents a speech difficulty. The italicized letter or letters in each word indicate the difficulty involved in that word.

- | | |
|------------------------------|-------------------------------------|
| 1. <i>catch, can</i> | 16. <i>wheat, when, why</i> |
| 2. <i>farm, calm, calf</i> | 17. <i>besieged, jump, badge</i> |
| 3. <i>America</i> | 18. <i>finger, linger, longer</i> |
| 4. <i>fern, her</i> | 19. <i>singer, ringing</i> |
| 5. <i>steel, seal, eat</i> | 20. <i>car, far, idea</i> |
| 6. <i>give, tin</i> | 21. <i>was, nose, exercise</i> |
| 7. <i>office, orange</i> | 22. <i>assure, leisure</i> |
| 8. <i>window, follow</i> | 23. <i>kept, slept, last</i> |
| 9. <i>room, broom</i> | 24. <i>think, thin, breath</i> |
| 10. <i>tune, Tuesday</i> | 25. <i>breathe, the, this, that</i> |
| 11. <i>cub, cup, curb</i> | 26. <i>well, way, word, wagon</i> |
| 12. <i>tale, dale, done</i> | 27. <i>going, doing, laughing</i> |
| 13. <i>land, add, and</i> | 28. <i>how, cow, down, town</i> |
| 14. <i>fine, found, four</i> | 29. <i>boil, oyster</i> |
| 15. <i>vast, vile, five</i> | 30. <i>join, girl</i> |

When a speech difficulty is discovered, the pupil should be asked to speak the troublesome sound in imitation of the teacher. If he cannot learn it by imitation, the sound should be taught him by position. For instance, if he says "dis" for "this," he is placing the tip of the tongue against the gum back of his upper teeth as he begins the word, instead of placing it between the teeth. If the pupil cannot learn to produce the sound or pronounce the word after the proper position of the speech organs has been shown to him, the speech defect may be a serious one, due to mental disorders or physical defects, and should be diagnosed and prescribed for by a specialist.

SPEECH DIFFICULTIES PECULIAR TO SOME FOREIGN CHILDREN

Teachers of foreign children in American schools will recognize the following speech difficulties. These should have been overcome before the pupil reaches the present grade.

Frequently, however, they persist to even higher grades. The suggestions given in the last paragraph of the preceding section apply to the present section.

b instead of v

Vote is pronounced "bote," and *very* "berry." The pupils need to be taught the correct position of teeth and lips and then to be given suitable phonetic drill, that is, drill in the pronunciation of lists of words involving the difficulty.

s preceding a consonant

Spool is pronounced "es-spool." Lists of words like *school*, *scold*, *Scotch*, *skill*, *scar*, *sketch*, *scoop*, *smooth*, *smudge*, *spread*, *span*, *spin*, should be placed on the board (the pupils possibly cooperating in the making of the list) and made the object of daily drill.

d instead of soft th

This is pronounced "dis." The pupil should be taught to place the tip of the tongue between the teeth in pronouncing such words as *this*, *that*, *there*, *then*.

t instead of aspirate th

Thing, *think*, *three*, are pronounced "ting," "tink," and "tree." Again the pupil needs to be taught to place the tip of the tongue properly, and to be drilled with lists of words.

gw instead of w

Woman is pronounced "gwoman." The lips should be placed as for whistling, then the *w* sound should be given. When this proves difficult, the pupil may be asked to give the sound of a barking dog, *woo-woo*.

sh instead of ch

Watch is pronounced "wash." The pupils should be asked to give the sound of a chugging engine. Having succeeded

with that, they should be given phonetic drill with such words as *chair, choose, chain, charge, chilly, chin*. Pupils may be asked to assist the teacher in finding suitable words for a list on the board.

ch *instead of* sh

Ship, shop, are pronounced "chip," "chop."

shr

Pupils have much trouble with words like *shrill, shriek, shrug, shred, shrewd, shrimp, shrink*.

k

The sound *k*, as in *can, cat, catch, camp, car, stick*, needs to be made the subject of much drill.

e (*long*) *instead of* i (*short*)

Give is pronounced "geeve."

g *instead of* y

Yesterday is pronounced "gesterday."

STAMMERING

In some instances stammering or stuttering is due to a mental disorder or physical defect, which should be diagnosed and prescribed for by a specialist. Very often stuttering resolves itself into a difficulty of blending an initial consonant sound with the vowel sound following it. Effective drills to overcome this difficulty consist of exercises in pronouncing syllables like *bă, bĕ, bĭ, bŏ, bŭ*, and similar combinations with *p, d, t, g, k, l*, and *r* in the place of *b*, followed by exercises in pronouncing words that begin with these sound combinations; as, *băt, bĕt, bĭt, bŏnd, bŭg*.

Teachers wishing to investigate this subject and the entire subject of speech defects further are referred to the following

publications: Peppard's "Correction of Speech Defects" (Macmillan); Scripture and Jackson's "Manual of Exercises for the Correction of Speech Disorders" (F. A. Davis Company, Philadelphia); Ward's "Defects of Speech" (E. P. Dutton & Company); Boyce's "Enunciation and Articulation" (Ginn and Company).

GN 3. Spelling of Homonyms

The BETTER ENGLISH books lay stress, as language books have never done before, on the spelling of homonyms. These are the words that, it is thought, the language lesson may properly include without infringing on the spelling lesson proper; in fact, the language lesson ought to include them. About fifty pairs of homonyms are taught by BETTER ENGLISH during the four grades from three to six, each grade being made responsible for certain word pairs and each grade reviewing the work of the grade or grades preceding it. Teachers need hardly be told that the exhaustive list here compares extremely favorably with the half dozen pairs with which language books usually content themselves. In other ways, also, the teaching of homonyms has not been wholly satisfactory. Something different had to be done, and BETTER ENGLISH has undertaken to do it.

It has been the practice in the past to teach homonyms by the "together" method. According to this method, as the name implies, all homonyms of the same pair or group (as *to*, *too*, *two*) have been presented in the same lesson, their meaning and spelling differentiated in that lesson, and the pupils' memory taxed with all these facts in one learning or sequence of learnings. The results have been none too good. Teachers have gained the feeling that the method made for confusion. Hence a new method was devised, called the "separate" method. According to this, each word member

in a homonym pair or group has been presented for learning apart from its correlate — the two, therefore, in different lessons, preferably several weeks apart, and the spelling and meaning of each word has been studied by the pupil without reference to the other word or words in the pair or group. Research has shown, however, that the "separate" method does not seem to be as effectual as the "together" method. This finding is surprising and, one may say, not altogether conclusive. Further investigation of the problem is desired.

In this unsatisfactory state of affairs BETTER ENGLISH has relied on a third method for results. This, paradoxically, is a combination of the two methods mentioned above; but it is much more. First, each word in a pair or group of homonyms is taught alone, that is, with no reference to its partner and with a considerable interval of time between itself and its partner. Apparently we have here the "separate" method; but only apparently. For each word is taught not merely as a word to be spelled; in addition, that particular spelling is associated with the meaning of the word, and this is done in such a way as to prepare the word, so to speak, for its encounter with its homonym. Turn to any section in the textbook where homonyms are taught and see how this is done. When it is done, the next step is to bring these homonyms together, the pupil already knowing how to spell each one. This bringing "together" is in the nature of a test of the pupil's knowledge; it is also a review, a reteaching. This done, the pupil should know these words; but the Appendix provides for further reviews, tests, drills, in which each homonym is brought into contact (or conflict?) with its fellow. Not only are more, many more, pairs of homonyms taught in the BETTER ENGLISH books than has been customary in language series, but each word receives more attention than has been the case.

★ COMMON HOMONYMS FREQUENTLY MISSPELLED

(Arranged according to the grades in which they are first taught)

GRADE THREE

here, hear	there, their	where, wear
are, our, or	to, too, two	a, an, and
one, won		

GRADE FOUR

Review the words taught in the preceding grade :

blew, blue	knight, night	for, four
half, have	of, off	knows, nose
meat, meet	read, red	pair, pear
peace, piece	weak, week	road, rode
than, then		

GRADE FIVE

Review the words taught in the preceding grades :

ate, eight	by, buy	cent, sent
father, farther	flower, flour	grate, great
hair, hare	horse, hoarse	knew, new
know, no	none, nun	right, write
root, route	sail, sale	sew, sow
son, sun	stair, stare	waist, waste
wait, weight	way, weigh	wood, would

GRADE SIX

Review the words taught in the preceding grades :

accept, except	air, heir	fair, fare
pail, pale	pain, pane	principal, principle
profit, prophet	quiet, quite	rain, reign
weather, whether		

NOTE. In the list above are included several groups of words that are homonyms only from the point of view of the pupil's ignorance. He pronounces them alike, though he should not. Teachers should call attention to the pronunciation of *are, our, or*; *where, wear*; *an, and*; *of, off*; *father, farther*; *accept, except*; *weather, whether*; *half, have*; *than, then*; and *quiet, quite*.

GN 4. Capitals, Punctuation Marks, Manuscript Form, Letter Form

Each year is made responsible for the pupil's mastering a number of rules for the use of capital letters and punctuation marks. Some of these the pupil learns as early as the first and second grades, but these are re-presented in Grade Three, to make sure that the pupil knows them. Each year throughout the course reviews the work of the years preceding it. The rules for each year, including the rules reviewed, are listed in the Appendix of the textbook for each grade. At this juncture it may be repeated that the Appendix and the Index are two very important parts of each book in the series. They should by no means be overlooked.

The letter form adopted in the textbook is the popular step style as opposed to the block style, which has also found wide favor. It has been said that the postal authorities themselves recommend that, for their convenience, the step style be used. But it seems proper that teachers take their choice, always considering the practice of other schoolrooms, other schools, the entire school system, and the requirements set up by the higher authorities. For those desiring to use the block style the models shown on the following page, both of letter form and of envelope form, are submitted (see BETTER ENGLISH, Grade Six, page 122):

Note the dotted lines.

It is good form to follow the greeting in a letter either with a colon or with a comma. Some teachers prefer to teach pupils to follow the greeting in friendly letters with a comma, and the greeting in business letters with a colon. Why such a distinction should be made is not clear, though it is of course perfectly permissible to make it. But BETTER ENGLISH takes the position that it seems inadvisable, in the present state of conflicting usage, to follow the greeting of some let-

Sampson Radio Supply Co. 3343 North Wabash Avenue Chicago, Illinois	178 Fountain Avenue Cripple Creek, Colo. April 30, 1930
Dear Sirs :	
I am sorry to report that the Silvertone Loud Speaker shipped to me last week arrived badly scratched. What shall I do?	Very truly yours Edith Crawford

Sampson Radio Supply Co.	
3343 North Wabash Avenue Chicago Illinois	

ters with a comma and others with a colon. Not only may this arbitrary distinction prove embarrassing when a writer does not wish definitely to commit himself as to whether his letter is strictly business or merely friendly, but it also compels the teaching of two forms where one will do.

The *greeting* may be called the *salutation*, and the *ending* may be analyzed into the *complimentary close* and the *signature*. The address on the envelope may be called the *superscription on the envelope*.

Pupils should leave a one-inch margin when they write letters, should begin the greeting one inch from the edge of the paper, the heading and ending near the middle of the page, and should give the first line of each paragraph a one-inch indentation.

Each pupil should be required to write at the top of his paper his name, the name of his school, and the date of writing (after the writing of dates has been taught in the third grade). Wide right and left margins, not less than one inch, should be prescribed.

GN 5. Sentence Sense and Sentence Skill

The speaking and writing of pupils shows, in many instances, a lack of sentence sense and sentence skill. It is this lack that explains the undesirable "*and*" habit, the improper use of the compound sentence where the meaning clearly requires the complex, the failure to capitalize the first word of a sentence, the failure to follow each sentence with a punctuation mark, and in extreme instances the failure to distinguish between a group of words that is a sentence and a group that is not. These are serious faults, the more so because they frequently persist to the end of schooldays and show themselves in adult speaking and writing.

Obviously the teaching has been ineffectual. The language lesson must proceed more vigorously with this branch of the subject, and teachers have a right to look to the textbook for help. This should offer a series of carefully graded instructions, exercises, and drills, so planned year after year

that each grade will recognize that it is responsible for a definite portion or forward step in the general achievement.

BETTER ENGLISH begins the long course of training for sentence sense and sentence skill as early as the first lessons in Grade Three. Proceeding thence step by step, the teaching drives home one point after another, until at the end of Grade Eight the pupil is very sure to have formed the habit of speaking in clear-cut, well-constructed sentences, be these short, simple sentences, well-balanced compound sentences, or compact complex sentences. The teacher of each grade should study the textbook, in order to learn exactly what, compared with those of other grades, her own grade's responsibility and opportunity are. It is desirable that each teacher have access to the entire series of BETTER ENGLISH books.

The more significant of the forward steps referred to above are these :

1. To begin his education in the use of the sentence, the pupil is asked in Grade Three to tell one thing about himself ; as, his name, following the model

My name is George Smith.

Then, immediately, he is asked to tell two things ; as,

My name is George Smith.
I live at 22 Summit Street.

He is asked for clearness' sake to make a short pause between the two sentences. Dimly he senses that each is somehow complete in itself. So, quite casually, the idea of the sentence receives its first introduction into his mind. He becomes acquainted with it while telling his classmates two separate things, which he is asked to tell separately. Later this elementary knowledge is clinched when he learns of the period and the capital letter between the two sentences — at the

very place where he dropped his voice and made a pause between them — and he learns that the period indicates the end of the one sentence and that the capital letter indicates the beginning of the next sentence.

2. When the pupil begins to see (though, probably, still very vaguely) what a sentence is, the next step is to distinguish between a group of words that is a sentence and a group that is not. Making this distinction repeatedly serves to clarify the pupil's thought and to make more definite the idea of the sentence. In this work, at this stage of its movement, care is taken by BETTER ENGLISH to confront the pupil with such groups of words — not complete sentences — as lend themselves easily for use as subjects of sentences, and, again, to confront him with such other groups — also not complete sentences — as lend themselves naturally for use as predicates. See BETTER ENGLISH, Grade Five, sections 37 and 51. Thus step 2 in the course of learning prepares unobtrusively but effectually for step 3.

3. Not until Grade Six are the terms *subject* and *predicate* introduced, but long before that, as was indicated in the preceding paragraph, the pupil has come to realize that a sentence consists of two significant parts. He has pieced together these significant parts, thus making complete sentences out of meaningless parts; but he has not yet learned the names of these parts or even that they have names. Besides, he has probably not yet discovered that each of the two parts performs a different function in expressing thought by means of a sentence. All this is now made clear and is crystallized in definitions. These latter should be used with caution; there is no value in memorizing them unless the pupil understands them; and if he understands them, perhaps there is no need of his memorizing them. The important thing aimed at in sentence study is the achievement of better sentences in the pupil's speaking and writing.

4. By the end of the sixth grade pupils should be able, and will be able, if the textbook is conscientiously followed, to express themselves in clear-cut sentences. They should have got rid of the "*and*" habit by this time, though perhaps by the use of the simple sentence rather than of the complex sentence (see BETTER ENGLISH, Grade Six, section 62) — the simple sentence followed by a distinct dropping of the voice and a pause. Pupils should also at this time be able to separate simple sentences into their subjects and predicates. Advanced pupils will perhaps be able to do more than has been outlined in the preceding sentences, and provision is made in BETTER ENGLISH, Grade Six, pages 203–216, for additional and more difficult work, covering kinds of sentences according to meaning, inverted order of subject and predicate, adjective and adverbial phrases, and easy sentence analysis.

5. BETTER ENGLISH makes a point of frequent reviews. Thus each grade reviews the work of the grades preceding it, and more than once. Each grade is responsible not only for certain forward steps in the understanding and the use of the sentence but also for everything taught about the sentence in preceding grades. Pupils do not always master a grade's requirements of knowledge and skill in that grade itself; such pupils must be led to effect this mastery in succeeding grades; and BETTER ENGLISH continues its efforts until these pupils have accomplished what the program of work requires of them. Thus Grade Seven reviews all the sentence work of the preceding grades from the very beginning. It makes sure that the pupil knows this before it goes on; and since the foundation is thus sure, progress is rapid, and the more difficult phases of sentence study are introduced. Special attention is given to the "*and*" habit, which is here attacked with the help of the knowledge the pupil has gained of the complex sentence. This attack continues to the end of Grade Eight.

6. In order that sentence sense may become sentence skill,

the technical knowledge gained by the child as his grammar study proceeds, — informing him among other things how to distinguish a sentence from a group of words that is not a sentence and when to use the compound sentence and when the complex, — this knowledge must be applied directly to his speaking and writing. In the grades below the grammar grades this application was accomplished by means of games, as, for example, question-and-answer games and question-and-answer letters, counting sentences, speaking from dictation, copying, writing from dictation, omitting unnecessary “*and*’s”; in the grammar grades themselves there are added such activities as the game of building sentences, the game of breaking up sentences, the game of making sentences (given either a subject or a predicate), and such projects as the Question Box and the Label Exhibition.

7. Occasionally (frequently, if practicable) pupils’ compositions should be copied on the board for class correction. The compositions should be examined more than once, a single critical question being considered in each reading. If frequent copying on the board prove impracticable, even though it be done before or after school hours, it is suggested that pupils read their compositions, or parts of them, to the class — for correction purposes. The reader should make a short pause after each sentence, so that his classmates may question him: Did you begin that sentence with a capital letter? Did you end it with a question mark? Thus each sentence may be criticized and even become the object of animated discussion.

GN 6. Motivation

Every teacher knows the importance of the pupils’ interest in their work. Not only does interest improve the work and add to the pleasure of it,—transforming work into play, drudgery into game,—but it also increases the profit, the

benefit, the improvement that is attached to the work, that is the reward of the work. The difficulty arises when one endeavors to put this truism into practice. There are different ways in which teachers attempt to motivate English composition, and these are by no means equally efficacious. In fact, some are so unsuccessful as hardly to merit the name motivation. The problem is to devise the most potent motivation for each phase of composition work.

"Your money or your life!" demands the highwayman, pistol against your ribs, and the motivation is perfect for that situation. A pistol flourished before the eyes of a writer, however, with the demand that he produce then and there an interesting letter (let us say), free from error, clear in style, clever in wording, would hardly be effectual. The motivation would be unsuitable, to say the least. The letter simply could not be written under such conditions.

The composition teacher expects the textbook to supply not only assignments and exercises in speaking and writing but also suitable motivation for each assignment and exercise. In every case the motivation should be built into the exercise.

The problem of how to do this becomes clearer when we remember that in the teaching of better speaking and writing we have to do with the *art of communication*. Communication presupposes a listener or reader; accordingly every composition exercise should provide a listener or reader. Pupils must be asked not simply to speak or to write, — into the air, so to speak, — but to speak or write *to* somebody. Every composition calls for an audience situation. This is true even of so apparently impersonal a piece of writing as a book. Robert Louis Stevenson says in the preface to "Travels with a Donkey," "Every book is, in an intimate sense, a circular letter to the friends of him who writes it."

Clearer still becomes the problem of motivation in English when we pass from the foregoing general statements to par-

ticulars. There is practically no motivation in an assignment that compels a pupil to write a letter to no one in particular; the same is true of letters to imaginary persons or even to persons not well known to the writers. This fact explains the poor results obtained by teachers who direct their classes to write letters to the superintendent of schools, to leading lawyers or clergymen, asking these to visit and to address the school, for example. The pupil's heart is not in such undertakings. Very different, and confidently promising results of value, are such assignments as require pupils to write to their own classmates, perhaps as a surprise to these classmates, mailing the letters in the class post office, which is presided over by a class postmaster and his assistants. Here, in fact, we have as genuine a situation as exists in the adult letter-writing world; indeed, if the play spirit, which is the life of art, is properly invoked (the duty of the textbook), we have here a situation more real, more challenging, more inviting, more stimulating, more truly motivating than the ordinary letter-writing situation in the world of after-school life.

We have said that the purpose of letter-writing, as of speaking, is to entertain, to inform (as, reporting news), to explain, or to persuade the reader. Without such purpose neither the speaking nor the writing has any meaning or interest for the speaker or writer. Even this explanation, however, fails to cover the whole story of motivation in English. To complete that story we must introduce (1) the problem and (2) the project.

BETTER ENGLISH, even in the lower grades, presents the improvement of the pupil's English to him as a problem that he himself must solve. The question is put to him directly. Can you do it? Can you speak louder and more distinctly? Can you learn always to say *saw* for *seen*, *did* for *done*, *attacked* for *attackted*, when the first word in each of these pairs is

correct and the second incorrect? Can you make a beginning sentence for your story that will catch the attention of your hearers? Can you choose these twenty or more forms (depending on the particular exercise) without an error and in record time? If not in record time, can you increase your speed in choosing correctly until it is equal to the record that may properly be expected of you? The pupil is thus asked to try again and again to make a specific improvement; he is asked to practice as a student of the violin practices for perfection; his progress is measured; his classmates comment on it; the craft spirit takes possession of him; he becomes intensely interested, absorbed delightedly in his task, and the motivation is complete. Similar is the challenge of the project; the pupil loses himself in an undertaking that appeals to him. Here it must be remembered that many so-called projects are not projects at all; they are pseudo-projects. In this delicate matter the teacher may confidently, it is believed, rely on the present textbook for guidance. The need for such guidance or assistance is one of the reasons for having a textbook.

In order that the matter of the preceding paragraphs may be so clear as to be of practical use to teachers, it seems best to restate here the salient points from a slightly different angle.

One can no more teach without the interest of the pupil than see without light. Every teacher knows this. Every teacher is therefore confronted with the question of how to win the pupil's interest and how to hold it.

Now, you cannot order interest about. You cannot *command* the pupil to be interested in the complex sentence, in correct pronunciation, in speaking distinctly, or in the correct use of pronouns. Interest must be wooed. It will come to you and follow you gladly and eagerly if you have, so to speak, caught its eye and aroused its curiosity. But how to do this? The best way, if not the only one, seems to be to

take advantage of the child's natural interests and to build on these. Such is the method of the present textbook.

Notice the child on the playground, his delighted activity, his expert knowledge of the arbitrary rules of the game, his fluent, pointed, and convincing speech; he needs no one to keep his attention alert or to urge him to discuss the merits of disputed points with his companions. Not only will he state his argument clearly and forcibly but, if he finds his point has not gone home, he will restate it and elaborate it and explain it both with patience and with vigor. He will *narrate* at length what happened at previous games that bears on the question at issue; he will *describe* a situation that in some essential way parallels the present one; he will *explain* the reasons for his opinion; he will *debate* with skill; in short he will use the English language (do language work!) with no small measure of success. If this eagerness to speak could only be transferred from the playground to the classroom, where the eager, vociferous child has become timid, torpid, and self-conscious!

The solution seems to be to import into the classroom the desirable characteristics of the playground. On the playground the child speaks about what naturally interests him. That is what he should be given every opportunity to do in the schoolroom. On the playground he speaks not for the sake of speaking, of using language, but with the purpose of conveying, or communicating, his thoughts *to someone*. So in school, in the recitation, all speaking (and writing) should have a natural, a real, purpose; the pupil should speak *to* his fellow pupils with the purpose of telling them something they do not know and presumably would be interested in learning (as in real life, as in playground life). Thus stories should be told in the classroom not for the sake of exercise in story-telling (in which *exercise* no child is interested) but *for entertainment* (in which no child can help being interested);

thus, again, descriptions should be given not for practice in describing but *for identification*, as in real life; thus, further, explanations should be made not for their own sake but with the purpose, as in real life, of *making clear to others* something that those others wish to understand; thus, finally, an argument should be presented not for the sake of arguing but, on the contrary, with the purpose, as in real life, of *defending one's opinions* or showing the falsity of those of others. In short, in the classroom as on the playground, every speaker should have a real audience; and when it comes to written expression, every writer in the schoolroom should write to a real reader, whom he has in mind as he puts his thoughts on paper. In no other way can the English lesson be made interesting and profitable.

How, then, is the English teacher to proceed in order to infuse this reality into the English work? The answer is that the teacher is to study the textbook, which is a series of motivated exercises in speaking and writing, and to follow these lessons as there presented. Let the teacher conscientiously proceed in this way, day after day, and leave the responsibility for results to the authors of BETTER ENGLISH.

It is, however, not enough to carry what is best in the playground situation into the schoolroom. Much as this means, more is needed to give completeness to the language work. Human beings never reach higher than they need; if the jam is on the third shelf, they see no reason for standing on tiptoe and trying to lift it from the fourth or fifth. So a certain level of excellence is found to be sufficient for effective communication on the playground. Wide variety of expression is not needed there; grammatical correctness, so long as ambiguity is avoided, is beside the point there; mispronunciations are not taboo and entail no disadvantage there. In the adult world of pleasure and business, however, a much higher level of excellence of expression is required, and the school's business is

to lift the pupil's speech to this higher level. How to do this? The answer is easy to say but hard to translate into results.

It goes without saying that to lecture the pupil on the beauty of correct English will not insure his using correct English, nor will punishment drive him from incorrectness. To correct his compositions for him has been found to be nearly, if not wholly, a waste of time — except that the practice probably makes the teacher more and more expert at this drudgery. But it is the pupil, not the teacher, who is to be developed into an expert; it is he who is to become skillful in criticism and knowing in the better ways of expression.

The difficult transformation of a thoughtless speaker into a careful user of English, who is genuinely interested in the improvement of his language, can be accomplished neither by pleading nor by threatening, but only by the slow process of directed growth. Let the little seed of such language interest be planted in the pupil's mentality by confronting him with concrete problems of language improvement. Which sounds better, to say *John and I went to town* or *I and John went to town*, to say *It was some sight* or *It was a thrilling sight*, to mumble one's words or to speak them clearly, to pronounce *chimley* or *chimney*, *attackted* or *attacked*, to say *a guy* or *a man*? Let the pupil choose between a story entertainingly told and one that is dull, between a description that presents a vivid picture and one that presents a blur, between an explanation that is clear and one that is confused, between an argument that is conclusive and one that proves nothing. Let the whole matter of language improvement be presented as a series of concrete problems, and almost instinctively the pupil will try to solve them; but they must be within his power and have that practical bearing which gives them a face value that he will honor.

Then, best of all, there is the growth of the spirit of craftsmanship in the class. This would carry the work and the

motivation to a still higher plane. How to create it will be discussed in *GN 8*, where the new motive of PRACTICE will be explained.

GN 7. Directed Study and Silent Reading

It goes without saying that preparation is an important factor in speaking and writing. By preparation is meant selecting one's subject, thinking it over, gathering material, hitting upon one's beginning sentence and one's ending sentence, working out one's outline. Without such preparation one's speaking and writing will show many shortcomings. Accordingly, it is not enough for the teacher of English composition to instruct the class in the technique of delivery, of sentence clearness and strength, of paragraph structure, of grammar; in addition there must be instruction in preparation. When has a textbook in language ever attempted such instruction?

BETTER ENGLISH has hit upon the plan of giving the pupil actual practice in preparation. This is done by the exercises in directed study and silent reading, which are clearly marked in the textbook by the vertical marginal word STUDY. By means of shrewdly directed questions the pupil is led to do exactly what the practiced speaker or writer would do when preparing to speak or write. Silently the pupil reads the guiding questions and directions; silently he carries out the instructions he reads alone at his desk, answers the questions, follows the directions, gets his ideas clarified and arranged — in short, puts himself in readiness to speak or write. Thus the exercise in directed study prepares him not only for the immediate exercise in oral or written expression but also for future exercise in preparation; that is, it teaches him how to think, how to study, how to gather material, how to arrange his thoughts, how to prepare.

At the beginning of each year the exercises in directed study and silent reading, designated "STUDY" throughout the BETTER ENGLISH series, may be used as class exercises until pupils learn how to manage them without help. Each question in the STUDY exercise will be read and answered aloud, and the entire STUDY will be an oral and a class exercise. As soon as possible, however, pupils should be thrown on their own resources and led to use the exercises according to the deep-laid intention of the textbook.

In this connection teachers will profit by reading the following valuable and interesting little books:

DEWEY, JOHN. *How We Think*. D. C. Heath & Co., 1910.

DIMNET, ERNEST. *The Art of Thinking*. Simon and Schuster, 1928.

GN 8. Practice

Learning to speak and write acceptable English is like learning to play the violin. It is a learning *to do* as contrasted with a learning *about*. It depends therefore almost wholly on one thing — practice. Now practice means more, much more, than doing the same thing over and over; with each repetition there must be an effort to do the thing better in one or another particular way. This is the first principle of learning any art, but it has hardly been utilized in the teaching of English, the art of communication. . . .

. . . Precisely as the violinist in his practice endeavors with each playing of the identical melody to achieve a more nearly adequate rendition, so in the retelling of stories *for practice in speaking*, the same pupil is asked to tell the same story again and again, aiming now at this improvement, now at that — in one retelling, to avoid unnecessary *and's*, as an example; in another, to use clear-cut sentences; in still another, to vary the expression of the thought; and so on. That is, the retelling is done not for its own sake but for the sake of specific improvements, each the object of definite endeavor. Slowly but surely, by this practice, the pupil builds his speech technique.

From the Preface of BETTER ENGLISH FOR BEGINNERS

It is not enough that a pupil tell a story, give an explanation, read or recite a poem, paraphrase a paragraph, *only once*. One performance is not practice, establishes no habit, brings about no improvement. One performance is only the beginning of practice; one performance is valuable because it furnishes the basis for diagnosis and lays the foundation for prescription. It is the second and third performances that start improvement. They *are* practice. How many more are needed depends upon the individual case. Usually many more.

Unfortunately the many repetitions actually required for the attainment of noticeable improvement in the pupil's speaking and writing cannot be allowed him in the average classroom of the public schools. Other pupils have rights, demand attention, should be given a chance; and, as a consequence, there is not enough time for any one pupil. In this unsatisfactory situation teachers usually content themselves with according a pupil only time enough for one recitation. This, as was just explained, serves only for diagnosis and prescription; these being given, the matter ends. That is, it ends at the beginning. This state of affairs is almost unavoidable, but the fact is that it means that improvement in English is nil, or at best very small; it means that there is practically no practice. The lesson is clear: never should a teacher limit a child to one recitation only, in a PRACTICE exercise; always should there be at least two recitations with identical material.

BETTER ENGLISH, facing this condition of things (which seems not to have been clearly recognized before), aims to help the teacher to remedy it. This is done in several ways, among which are the following:

1. By holding up steadfastly the ideal of practice, difficult as it is of attainment in most schools.

2. By providing for practice within small groups of pupils — the class being divided into several such — the pupils in each

group themselves taking charge, choosing a leader, etc., as they engage in competition with other, similar groups of their classmates.

3. By limiting the PRACTICE to short passages. Again and again the pupil is admonished in the textbook that "it is better to tell one fact well than three or four poorly" and that "it will be better to tell only one part (of the story) well than the whole story poorly" and, again, that "there is no use in beginning to read the second stanza (of the poem *Somebody's Mother*) until you have read the first one well."

Even so it will be found by conscientious teachers that there is not time to give pupils all the PRACTICE they need, all that the textbook suggests. Inability to reach the ideal is, however, a deplorable fact in all education; always do we find ourselves compelled to compromise. The happy compromise here is to give all the PRACTICE that can be given; to teach a smaller number of lessons well rather than a large number hastily and inadequately; to neglect no pupil, but — since not every pupil can speak more than once at every lesson — to take pains to spread the class over several lessons, so to speak, in order that at some time every week or two each pupil may receive the benefits of an approximately ideal allotment of genuine practice. This one recommendation cannot be made too emphatically; it should become a rule with every English teacher: *Never in a PRACTICE exercise be content with one retelling. Always require at least two recitations from each pupil, never less than two. Whenever possible, change that "two" to "three."*

Always in PRACTICE the craft spirit must prevail; repetition then will not become monotonous. The craft spirit means that the continual retelling of the same story, for example, is done not for its own sake — which would be absurd, indeed — but for the sake of specific improvements, each the object of definite endeavor. The more nearly, in spite of unfavorable

conditions, the lesson approaches this ideal, the more gratifying will be the improvement in the pupils' English.

If the purpose of language teaching is the improvement of pupils' speaking and writing, pupils must speak and write abundantly. But they must do more. Two garrulous housewives may gossip over the back fence for years and at the end of that time speak no better than at the beginning. The same grammatical errors with which they began, the same infelicities of expression, the same lack of organization, the same meager and overworked vocabulary, the same mispronunciations and slovenly utterance, will still be there. Why is this? The reason indicates clearly that it is not enough that pupils speak and speak and write and write. This is only half the battle. In addition there must be continual attention to the problem of improvement in speaking and writing. This improvement is a task of years, and only one step can be taken at a time.

GN 9. Word Study

Let anyone who wants to see himself grow, resolve to adopt two new words each week. It will not be long before the endless and enchanting variety of the world will begin to reflect itself in his speech, and in his mind as well.

GEORGE HERBERT PALMER, "Self-Cultivation in English"

The purpose of word study is to improve the pupil's vocabulary, to make his speaking and writing not only clearer but also more varied and flexible. Two improvements must be made: (1) the vocabulary must be enlarged — that is, new words must be added to it; and (2) the word supply must be made immediately available — that is, the words must come quickly to the tongue or pen. The distinction is often made between a reading vocabulary and a speaking vocabulary.

This means that we actually know many more words, recognize them in our reading, than we use when we express our thoughts. The teacher of English composition is interested in the speaking vocabulary. This must be made as nearly as may be identical with the reading vocabulary, which will naturally always be larger. Heretofore efforts in this direction have been less successful than could be desired. Possibly the old method was ineffectual.

BETTER ENGLISH offers a series of constructive exercises in word study and presents a new method, which has this additional advantage that it may be used further, if desired, in contexts selected by the teacher. The point of the method is to require the pupil to use in contexts furnished by the textbook the new words he is to learn; his entire attention may thus be given to these new words and their fitness for the context. For example, an anecdote is presented in a lesson in reproduction. A number of words are selected from the anecdote for word study. First, in this procedure, the pupil is asked to find and give synonyms for these words. Then, having mastered these synonyms, he is asked to read the selection aloud and to substitute, as he reads, suitable synonyms for those words in the selection that he has just studied. In this way he reads the selection several times. He is learning certain words and their synonyms. Then, he is put through a drill in variety in expression; that is, he is asked to paraphrase entire phrases, clauses, and sentences. Obviously, this calls into play the words and their synonyms just studied. He is learning certain words and their synonyms over again. Interspersed with these drills are class comments. Now, as a final clinching exercise, the anecdote is freely retold in such words as naturally occur in expressing its ideas. As a consequence and inevitably those new words and their synonyms are securely engrafted in the pupil's stock of words, becoming a permanent part of his natural vocabulary. The whole pro-

cedure, so different from studying words *in vacuo*,—that is, without any immediate purpose,—appeals to the pupil as having sense; it interests him. It is motivated by the challenge of an immediate problem.

Teachers will enjoy in this connection reading an interesting article by M. M. Nice on vocabulary measuring and the size of vocabularies, in *American Speech*, Vol. II, No. 1 (October, 1926).

GN 10. Individual Differences

Pupils differ from one another in a number of important ways. Modern education takes these differences into account in its expectations and in its plans. Some pupils possess marked ability; others show and have little. Some pupils are endowed with one kind of ability, others with another, still others with several kinds. An equal variation is seen in pupils' attainments, whether these depend on home conditions, school conditions, or general experience outside both home and school. A similar diversity is found in the speech status of pupils, their vocabulary, their correctness of pronunciation, grammar, spelling, punctuation, and their power of expression.

The teacher of English who keeps these differences in mind knows that different procedures must be followed with different pupils and that the outcomes of the year's work cannot be the same for all. Different possibilities necessarily mean different results. Sometimes educators arrange these differences of ability on two or three plateaus (so called), but in fact there cannot but be as many plateaus as there are pupils. Each pupil occupies his own plateau. The teacher's problem is how to sort out and provide for this variety of ability, advantage, and attainment in one English class.

Accordingly, BETTER ENGLISH begins each school year with a diagnostic test; indeed, as the course progresses, it studies the class with a whole battery of diagnostic tests, since English

means a number of different things. These tests enable the teacher to learn without delay something of each pupil's quality in regard to such basic elements in the study of English as correct usage, pronunciation, spelling (of homonyms), sentence ability, and punctuation. Differences in story-telling ability, in originality, in cleverness of invention, and in organization of material reveal themselves later and more gradually. Thus, individual differences being apparent, the foundation is laid for as much individual instruction as may be possible in the given classroom.

It goes without saying that pupils whose tests in correct usage reveal the fact they need no instruction in the correct use of the words or forms contained in the test should not be given such instruction and should be exempt from the various exercises and drills which their less able or less well-trained classmates require. There is, to be sure, the important matter of inoculation, but this can be met by appointing the exempt pupils leaders in the drills — as, for example, in the speed tests — to which their classmates are subject. This provision is made in the BETTER ENGLISH series.

Besides selecting well-prepared pupils to be leaders of groups that are engaged in drills or are preparing for competitive exercises or games, other provision is made for superior ability or attainment. This provision is increasingly generous as the pupil progresses to higher classes. In Grade Six, for instance, an extended project continuing through the entire year is offered as an ever-present opportunity and a challenge to pupils of varying plateaus of superiority. To this project each pupil gives as much time as he can spare and makes such contribution as his powers permit; since the project is entirely optional, it may be omitted altogether — indeed, will be, must be, omitted if the entire class is in need of practice along the line of the required work of the course.

The superior pupil thus provided for in the measure of

his superiority, what is to be done with the inferior pupil according to his inferiority? BETTER ENGLISH, the teacher will find, contains a superabundance of exercises and drills in the essentials for those whose writing and speaking is below the level of the standard for the class. There is, for example, a wealth of practice work offered in correct usage. It is believed that never before has a series of textbooks offered so much. In addition, a generous Appendix furnishes still further practice — not of the same kind, be it observed, but correct-usage drills of a somewhat different construction. Thus, the exercises in the Appendix may be used as alternative rather than supplementary exercises. Similarly the Appendix offers suitable setting-up exercises in other phases of correct and remedial work in English; pronunciation, spelling of homonyms, sentence understanding and skill, and punctuation receive attention here as well, though fully treated in the first place in the textbook itself.

Grade Seven and Grade Eight bring the problem of how much grammar to teach. As a rule the answer must be this: Teach only the grammar that can function in the child's speaking and writing. Omit the grammar that is of no use in the improvement of his English. How is the teacher to know which is which? The textbook itself makes the separation, printing as advanced grammar in the last four chapters of Grade Eight such portions of grammar as most pupils will not profit greatly by studying. One of these, as an illustration, is the objective complement. This is a grammar topic that has no direct bearing on, no practical connection with, the correctness of the pupil's English. It is an interesting topic — to a grammarian; it throws light on the English idiom; but no correct usage depends on it. This is presented in BETTER ENGLISH, *but* in an advanced and optional chapter. In the usual school situation it seems best to omit it and other topics that are similarly unrelated to correct usage. "Cor-

rectness first!" is the slogan that the alert teacher of grammar constantly bears in mind. It means, among other things, Give first place to those sections of grammar study that are of practical help to the pupil in speaking and writing correctly.

It must be remembered that BETTER ENGLISH presents *both* the grammar that has direct bearing on the correctness of the pupil's English *and* the grammar of a remoter practical bearing, but it clearly separates the two and emphatically marks the latter optional. In giving first place to certain grammar topics and second place to others, BETTER ENGLISH follows the conclusions reached in recent studies in elimination of subject matter. Teachers wishing to review these themselves are referred to the Fourteenth Yearbook (1915) of the National Society for the Study of Education, as well as the Sixteenth Yearbook (1917) of the same society. See also Stormzand and O'Shea's "How Much English Grammar" (Warwick and York, Baltimore, 1924).

GN 11. Poem Study

The teacher of language finds the study of poems useful in a number of ways. The reading aloud involved gives the pupil practice in standing before an audience, and in vocalizing clearly, distinctly, and with agreeable tone quality. To be read aloud well, the poem must first be understood. This involves word study, paraphrasing, and interpretation, together with class conversation and discussion. Then, if the poem be memorized, there follows recitation, which means further practice before an audience.

It is important that the teacher read the poem aloud to the class, perhaps more than once, before the pupils are asked to read it. This reading should be so well done as to impress the class with the charm of the poem, its rhythm, its adornments, and its meaning; the reading should give the pupils

a pleasure akin to that received from song or instrumental music. Such pleasure will make pupils eager to read the poem aloud themselves. Thus practice in reading aloud is effectually motivated, as well as the word study, paraphrasing, and pronunciation necessarily preceding that practice.

Reading aloud in concert has its advocates and its opponents among experienced teachers. It should be used with caution; but when so used it is not without distinct value. It saves time, in the same way as does the group test, — the mass-production way, — and time is immensely valuable in the crowded school curriculum. More important, however, is the fact that it helps pupils get into the swing of a poem, just as by singing it together pupils get into the swing of a song. To be sure, teachers should see to it that the timid and the slow are given opportunity to enter into the spirit of the reading. Furthermore, let the voice of the teacher dominate the reading, giving the correct emphasis, rhythm, interpretation, until the class can carry the thing off without this guiding voice. Individual readings must follow.

The writer once sat through a language period that was given over entirely to the reading of a single short poem. One pupil after another read the poem aloud, each trying in friendly rivalry to give the most satisfactory rendition. Between readings the class commented, the teacher commented, both pointing out faults and praising; these comments, favorable or unfavorable, stimulated to further endeavor. Pupil after pupil begged to be allowed to try again; they were of course permitted to try again (trying again is PRACTICE); practice was seen to be not a perfunctory repetition but a delighted moving toward perfection (or, at least, toward improvement); and so the hour passed, enjoyed by all and of profit to all. Since the spirit of craftsmanship prevailed, the motivation was perfect.

While selecting the poems for the BETTER ENGLISH books,

the authors were favorably impressed by the careful Huber-Bruner-Curry research, the results of which are tabulated in the valuable book "Children's Interests in Poetry" (Rand McNally, 1927), which teachers are advised to read. According to this research the following poems are among those that, in addition to the ones printed in BETTER ENGLISH, found special favor among schoolchildren :

GRADE THREE

A Boy's Mother. James Whitcomb Riley
America. Samuel Francis Smith
King Bruce and the Spider. Eliza Cook
The Drum. Eugene Field
"One, Two, Three." Henry Cuyler Bunner

GRADE FOUR

Barbara Frietchie. John Greenleaf Whittier
America the Beautiful. Katharine Lee Bates
The Height of the Ridiculous. Oliver Wendell Holmes
Evening at the Farm. John Townsend Trowbridge
How They Brought the Good News from Ghent to Aix. Robert
Browning

GRADE FIVE

Little Orphant Annie. James Whitcomb Riley
The Leak in the Dyke. Phœbe Cary
The Walrus and the Carpenter. Lewis Carroll
The Bells. Edgar Allan Poe
Old Ironsides. Oliver Wendell Holmes

GRADE SIX

Out to Old Aunt Mary's. James Whitcomb Riley
The Wreck of the Hesperus. Henry Wadsworth Longfellow
The Village Blacksmith. Henry Wadsworth Longfellow
Beth Gelert. William Robert Spencer
Lucy Gray. William Wordsworth

GRADE SEVEN

Darius Green and His Flying Machine. John Townsend Trowbridge
The Leap of Roushan Beg. Henry Wadsworth Longfellow
The Children's Hour. Henry Wadsworth Longfellow
The Charge of the Light Brigade. Alfred Tennyson
Excelsior. Henry Wadsworth Longfellow

GRADE EIGHT

In School Days. John Greenleaf Whittier
The Deacon's Masterpiece. Oliver Wendell Holmes
Gunga Din. Rudyard Kipling
Little Giffen of Tennessee. Francis O. Ticknor
The Pied Piper of Hamelin. Robert Browning

GN 12. The Socialized Recitation

Instead of the teacher's presiding like an autocrat over the class, giving commands, making inspections and corrections, asking questions, issuing instructions, rules, and warnings, a more democratic system and a more profitable one educationally has recently taken possession of the schools. It is illustrated by the socialized recitation. The teacher guides from the background. Pupils work together as in a laboratory, suggesting, criticizing, defending, discussing, reaching conclusions.

The socialized recitation should never be hurried. A few truly constructive recitations of this sort will benefit pupils more than a large number of hasty and superficial ones.

When, as is frequently the case in BETTER ENGLISH, the socialized recitation is utilized for the class correction of compositions, the latter should often be copied on the board. They should be examined more than once, a single critical question being considered in each reading. A list of suitable questions may very well be kept on the board for easy refer-

ence. This list will of course be changed from time to time, with the changing needs of the class. As each new technical point is mastered, appropriate questions will suggest themselves for its use in the criticisms of compositions. Thus the study of pronouns will add specific questions that bear on the correct use of pronouns in pupils' compositions.

If frequent copying on the board prove impracticable, even though it be done before and after school hours, it is suggested that pupils *reread* their compositions or parts of them to the class, this time *for correction purposes*. The reader should make a short pause at the end of each sentence, in order that his classmates may question him, for example, as follows: Did you begin that sentence with a capital letter? Did you end it with a question mark? How did you spell so and so? and so on. Thus each sentence may be criticized and even become the object of animated discussion.

Sometimes committees should be appointed to look for specific errors. One committee might report the use of too many *and's*, *so's*, and *then's*; another the use of such usually unnecessary introductory words as *now*, *say*, *well*, *why*, and *listen*; and still other committees should look for other points, good and bad, in the speaking and writing of their classmates.

It will occur to the teacher that these exercises in the correction of compositions are in effect nothing less than the *most vital reviews*.

It does not take an alert teacher long to discover that the socialized recitation (in which pupils speak to each other, within certain semiparliamentary restrictions, as in a social gathering, rather than to the enthroned teacher and to no one but the teacher) gives reality, vitality, and attractiveness to much English work that could hardly be carried on, as, indeed, it was not carried on, under the earlier undemocratic schoolroom government or teacher rule. Moreover, since the

study of English composition is essentially the study of the art of communication, it is imperative that each speaking pupil be provided with an audience and each writing pupil with a reader if the study is to be of genuine interest to the learner.

In letter-writing situations that call for inter-pupil correspondence it is obviously desirable that no members of the class be overlooked; every pupil should receive as well as send letters. Perhaps it should often be decided by lot to whom each pupil is to write at least one of his letters. The other letters he may, if he wishes, address to his intimate friends.

The ideal classroom condition for the socialized recitation is that all but the learning group be excluded from the room, with the exception of the teacher, who is present as adviser, court of appeal, and invisible guide and guardian. This condition removes lazily watching bystanders whose interest in the class situation cannot be keen, personal, and responsible enough to keep them out of mischief. This ideal state of affairs cannot always be realized. Teachers must adapt themselves and their English work to the circumstances governing their teaching. In rural schools, particularly, good judgment is called for. Here the classes in one room are usually relatively small and many; indeed, there are frequently several classes consisting of only one pupil each.

What shall be done in such one-pupil classes with the socialized recitation, the group exercises, the class criticisms, the inter-pupil correspondence and the class post office, the exchanging of letters for correction purposes, the pupil conversations and dramatizations, the games, the teamwork, the story hour, the debates, and the other socialized activities suggested for the English work? Remembering that the best work in English cannot be realized without such socializations,

the teacher may follow one or more of the following suggestions: (1) if possible, to combine several one-pupil classes for the English work; (2) to take part in the class work as if a member of the class rather than an instructor, that is, to engage in the activities required of the pupils — the story-telling, the dramatization, the letter-writing, the games, the debates — rather than to remain an outsider and a critical and superior onlooker; (3) to utilize the dramatization exercises for impersonations and soliloquies; (4) to transform the games into solitaires; (5) to employ the critical questions of the group and correction exercises for individual criticism of compositions; (6) to utilize the story-telling and other suitable composition exercises in one class for the entertainment or instruction of the other classes.

One original teacher, rather than devitalize the subject by teaching it in the old-fashioned way of assigning composition topics to be worked on *in vacuo* (to which procedure the present textbook will, of course, lend itself as readily as any other), resorted to the device of socializing the work for the one-pupil class by adding a number of imaginary pupils to the real one. These gradually developed definite, constant, and easily recognizable characteristics as they took part in the "class" activities, some being impersonated and made to speak and recite by the teacher, others by the one real pupil. That the one pupil made rapid progress in this most exceptional situation is not surprising, when the unusual amount of activity that fell to his lot is considered. This instance is recorded here for its interest and the light it throws on new methods of teaching as opposed to old; but each situation invites its own solution, which must always depend in large measure on the discretion of the teacher.

See H. Caldwell Cook's "The Play Way" (Heinemann, London, 1917).

Attention is called to the following excerpt from Finlay-Johnson's "The Dramatic Method of Teaching":

Having brought my school to a condition in which the pupils had really lost and forgotten the relationships of teacher and pupil, *by substituting those of fellow workers, friends, and playmates*, I now set to work to use to full advantage this condition of affairs. It was now quite possible to play any game in school without fear of the pupils' getting out of hand, confused, or too boisterous. There could be plenty of liberty without license, because the teacher, being a companion to and fellow worker with the pupils, had a strong moral hold on them and shared in the citizen's right of holding an opinion, being heard, therefore, not as "absolute monarch," but on the same grounds as the children themselves. Hence everyone exerted his or her individual powers to make the plays a success, and it was the equal right of teacher or child to say, "So-and-so isn't playing the game," or in some other way to criticize the actions of others. It was, moreover, a point of honor that pupils so criticized should take the matter in good part and endeavor to conform to the rules of the game.

GN 13. Standards in Oral and Written Composition

It will help teachers to judge the work of their classes in oral and written composition more accurately if the work of other teachers' classes, together with the judgments of these other teachers as to the merit of that work, is available for comparison. Accordingly, teachers are urged to secure such "standards," if standards they may be called, — that is, pupil compositions (graded by experienced teachers of English) from other school systems or other schools in the same system. These compositions, however, must not be permitted to influence teachers or pupils too profoundly. They must be studied for comparison. They are not models. They may even indicate what is undesirable in composition teaching and may point out errors to be avoided by speakers and writers. Let these pupil compositions — of various grades of

excellence and imperfection — be used as the nucleus for a larger collection of pupil compositions. Let each teacher save interesting specimens both of excellent and of poor work year after year. Such a growing collection will prove of interest to every English teacher, and it is suggested that collections of this sort be offered to educational journals for publication, in order that they may become generally available.

The "standards," or time records, for the correct-usage tests and drills in BETTER ENGLISH are discussed in *GN 1*; each time record is printed among the Concrete Suggestions in this Manual, opposite the number of the page on which the test or drill itself appears in the textbook.

Every English teacher, in addition to carrying out the suggestions of the preceding paragraph, will be well advised to make herself acquainted with some of the well-known scales devised for the measurement of excellence in English composition. For the benefit of those wishing to learn some of the interesting work in measurement, the following references are presented:

BREED and FROSTIC. A Scale for Measuring the General Ability of English Composition in the Sixth Grade. University of Chicago Press.

HUDELSON, EARL. English Composition, its Aims, Methods, and Measurement, Twenty-second Yearbook of the National Society for Study of Education, Bloomington, Illinois, 1923.

THORNDIKE, E. L. Thorndike Extension of the Hillegas Scale. Teachers College, Columbia University, 1915.

GN 14. The Content of the Composition

Every composition, whether oral or written, has two aspects or qualities. One of these is the thought conveyed; the other is the expression of that thought. One is what the speaker or writer has to say, the message he has to deliver; the other is the manner of the delivery. In the latter are

included such matters as posture, voice, grammar, vocabulary, sentence sense and sentence skill, spelling, punctuation, paragraphing, and even penmanship. These are important, and language study rightly gives much time to them. With them, however, the present note has nothing to do. Here we are concerned with the thought side of the composition, the content to be conveyed, the communication to be made.

When we speak as teachers of English of the content of the composition, we mean more than the information the composition brings to hearers or readers; we mean more than the body of facts gathered and here presented. This is included, to be sure; but it also will not be discussed in the present note. One reason is that the gathering of facts, the consulting of reference books, the interviewing of persons who can give information,— these matters are fully handled in the textbooks themselves. Besides, we are here concerned with another phase of the subject. We are here interested in such specific things as these :

1. The choice of subject. Has the subject been narrowed sufficiently to insure an interesting communication?
2. The organization of the message — for interest, for clearness, for effect.
3. The beginning sentence (or paragraph) — to catch the eyes of the reader, the ears of the hearer.
4. Originality. Has the message been vitalized, touched by the imagination of the speaker or writer and given individuality, novelty, or humor?
5. The closing sentence. Does it round out the message and help bring out the desired effect?

The list might be lengthened. The above are offered as illustrations of what is here meant by the content of the composition, as contrasted with the mechanics of writing and delivery, grammatical correctness, etc. The questions before the English teacher are, How can I teach these inner excellences

of oral and written composition? How can I help lift pupils' speech above the ordinary and the commonplace?

The BETTER ENGLISH books follow this method: they confront the pupil with situations — problem situations — so cleverly devised as to stimulate the mentality of the learner. They place him in the very midst of such situations as will make his mind work, will stir his imagination, will challenge him to work out a solution that shall be different from the usual thing. See, for instance, the frontispiece for GRADE EIGHT. Here we have a puzzle, so to speak — two railroad trains meeting on a single-track railway and yet passing. It is a genuine problem, a practical problem; it can be solved; the two trains do actually pass, without quibble or trick, but how? So, again, BETTER ENGLISH asks pupils to think out a suitable, an original, name for a candy store, for a gasoline station, for a tourist camp, for a moving-picture theater. That is, BETTER ENGLISH gives the class *practice in originality*, a much-needed practice everyone will admit who knows how drearily flat and unprofitable much of our speaking and letter writing is, untouched by the least suggestion of freshness or novelty. In the long course of this patient practice, pupils are asked — not in words but by thought-provoking situations — to tell the story of a picture, to finish the story begun by the picture, to finish stories presented to them in words, to invent suitable titles for pictures and tales. Pupils are invited to take part in a simple-looking game called "Building Sentences," which leads them on and on in invention, until a bare subject, verb, and object have been transformed by the addition of adjective and adverbial modifying words, phrases, and clauses, into a complex sentence of color and suggestiveness. Practice in originality — that is the device, or the method within a hundred devices, employed by BETTER ENGLISH to bring out what there is in the pupil of individuality and to lift his discourse above the eternal obvious.

See the following books for an amplification of this thought:

CHUBB, PERCIVAL. Festivals and Plays. Harpers, 1912.

CHUBB, PERCIVAL. The Teaching of English. Macmillan, 1913.

COOK, H. CALDWELL. The Play Way. Heinemann, 1917.

DEWEY, JOHN. How We Think. D. C. Heath & Co., 1910.

DIMNET, ERNEST. The Art of Thinking. Simon and Schuster, 1928.

KLAPPER, PAUL. Teaching English in Elementary and Junior High Schools. Appleton, 1925.

GN 15. The Teacher of English a Specialist

There is a sense in which every teacher should be a teacher of English. That is, whether the subject be English or arithmetic, geography or history, pupils as they recite should be held to the best English within their power. Their papers in all their school subjects should meet the strict requirements set by the English teacher for their papers in English. It follows that in schools where some subjects are taught by special teachers, such teachers — say, of history or general science — should coöperate with the department of English in its insistence on grammatical correctness, proper paragraphing, avoidance of slang, correct capitalization, spelling, and punctuation, etc. This is done in many schools.

In a more vital sense, however, the fight for good English must be fought by the English teacher alone. English is, has become, a specialty. As well expect the English teacher to teach general science, as the general-science teacher, English. To be sure, any teacher can detect and correct the more common errors in English that pupils commit; but detection and correction are not removal and eradication. A special technique is needed for these latter, and the English teacher knows this technique (see *GN 1*). Similarly, the English specialist knows what to do to help pupils solve the many other problems that are English. Most other special teachers do not even know what these problems are. The English teacher is

prepared to teach pupils how to devise the promising beginning sentence, how to narrow the subject of a talk or paper in order to increase its interest, how to invent a suitable closing sentence, and how to organize the material in hand for greater clearness and for greater suspense (see *GN 14*). The English teacher has studied the difference between the pupil's reading vocabulary and his speaking vocabulary and knows what mental machinery to put in motion — and how — to improve that speaking vocabulary (see *GN 9*). The English teacher knows what "practice" means when applied to the art of communication (see *GN 8*); knows how individual differences must be dealt with for language improvement (see *GN 10*); knows the pronunciation difficulties that confront children and how to overcome them (see *GN 2*); knows how to give pupils sentence sense and sentence skill (see *GN 5*); knows a hundred suitable educational devices, remedial processes, and curatives for the language ills of young speakers and writers. In short, like a true specialist, the English teacher knows what exercises, drills, and other apparatus to employ to guide pupils in their efforts to improve their speaking and writing.

The reader's attention is called once more to the preface of *BETTER ENGLISH FOR BEGINNERS*, page v, from which the following sentences are here quoted :

. . . The language lesson must not be permitted to be *simply another period of talking*. There is already talking enough, such as it is, in the other lessons, on the street and playground, and at home. A mere added quantum does not constitute a language lesson. This should differ from lessons in other subjects in its almost exclusive concern with the quality of the English used. It is a withdrawal from those other lessons for the purpose of considering the excellences and the shortcomings of the language employed. It is concerned not so much with the content conveyed,— the chief interest in, say, the history or geography recitation,— as with the correctness and the skill of the conveying. In other words, *not the particular tune played but the acceptability of the playing receives our attention*.

III. CONCRETE SUGGESTIONS — INCLUDING KEY AND TIME RECORDS — FOR THE MANAGEMENT OF THE INDIVIDUAL LESSONS IN GRADE SIX

(The page references, unless the Manual is specified, are to pages in the textbook.)

Teachers are advised to begin the year by reading not only this Manual but also the textbook through from beginning to end. Once they learn the point of view, purpose, method, and devices of the textbook, teachers will be inclined to lean on the textbook for those improvements in the pupils' speaking and writing which, with the teachers' help, the textbook dares to guarantee. As a rule, the best plan will be for teachers to follow the lessons as they are written. They have been carefully planned. They deserve the teachers' confidence. Now and then the better teachers are misled into thinking that more spontaneous and therefore more effectual work can be done without any textbook at all. This is usually an error: the more expert the assistance the teacher can summon to her aid and the more carefully planned both the entire language program and the individual lessons are, the more likely is success to crown the effort. Accordingly, the textbook invites teachers to look to it for results; it gladly assumes the entire responsibility for these, if teachers will do what it asks them. The first request is that they read both textbook and Manual through from beginning to end.

Page 1. Notice the searching question with which the year's work begins. There is no preliminary goody-goody talk here, but we get to business and to the heart of the language business without delay.

Pages 2-3. The first section carries the class directly to the year's objectives in language study. The pupils are notified, so to speak, of what is expected of them in the way of language attainments in the months ahead. Many teachers read these objectives through with the class (see pages 165-167) not only at the beginning of the year but also several times afterwards. Notice also in that first section the coöperative procedure for the criticism of both oral and written work. All members of the class work together toward the objectives to be realized by all. See *GN 12*. ("*GN 12*" means *General Note, number 12*, which is given on pages 52-56 of this Manual.)

Pages 3-5. The beginning sentence has been the object of instruction and practice in earlier grades of this English course; now it is taken up again, and quite properly, since it is a topic that calls for frequent attention. The trick of the promising opening sentence cannot be acquired by "teacher exhortation." It comes only by study and practice, and both must be done by the learner. Teachers will do well to learn this trick themselves: the process will make them sympathetic with the pupils' efforts; and sympathy is a valuable asset in teaching. It makes for success in teaching. Notice the *STUDY* on page 4, the footnote on that page, and read *GN 7*. Then give attention to *PRACTICE* on page 5, and read *GN 8*. The year has only just begun, but we are already in the midst of the work. For the next months the schoolroom will be a busy language laboratory. It is the hope that the textbook and this Manual will prove valuable aids to all the busy workers in that shop, in order that the very best products may be turned out during the year.

Pages 6-8. This is the beginning of the fourth year of sentence study for this *BETTER ENGLISH* class. The present section is a review of what the preceding grades have taught. No pupil in this grade should have difficulty with it. See *GN 5*.

Pages 8-12. "Accuracy (which means correctness) first!" is a slogan many teachers cherish. Good. Here, at the beginning of the year, we have a diagnostic test in grammatical correctness. It covers all the correct words and forms taught in the preceding grades. Every pupil should pass it with flying colors. Those that fall short should be put on the present drill and, it may be best, on the work and drill given on pages 169-179 in the Appendix of the textbook. There is no use in beginning new work before the old lessons are thoroughly learned. But what are those pupils to do who do pass the test? For them a special project has been prepared both as a reward and as an opportunity. See "The Surprise Box" on pages 11-12. Be it noted, this is for honor pupils.

Key. The correct words from the 33 numbered parentheses on page 9 are :

1 saw; 2 did; 3 he; 4 did; 5 well; 6 Those; 7 doesn't; 8 well; 9 doesn't; 10 this; 11 well; 12 ran; 13 rang; 14 sang; 15 those; 16 any; 17 were; 18 drank; 19 written; 20 did; 21 gone; 22 thrown; 23 eaten; 24 any; 25 came; 26 taught; 27 May; 28 teach; 29 Isn't; 30 sitting; 31 lying; 32 isn't; 33 anything.

Time Record: 40 seconds. (See *GN 1* for the significance of this and other time records given in this Manual.)

Teachers will find a stop watch useful for timing readers.

NOTE. Parenthesis, parentheses. The present book often refers to "the numbered parentheses." A group like (saw ¹ seen) is meant by a numbered parenthesis; several such groups are called numbered parentheses.

Even more than the preceding grades the present one makes provision for differences among pupils in ability and training. Optional projects abound. See *GN 10* (which means *General Note 10*, to be found on pages 46-49 of the present Manual).

Pages 13-14. See *GN 2* and Appendix, pages 190-193.

Pages 15–20. These rich pages present a variety of study and exercise along constructive lines. See Preface, pages vii–viii, and *GN 14*. Notice that the word study is made in connection with the context in which the words and their equivalents will be used when pupils retell the story. See *GN 9*. A word or two of suggestion seems in order for the conduct of the word study on page 19. First of all it seems desirable to list all the words to be studied. This has not been done in the textbook, since pupils can easily prepare such a list themselves. This list may be written on the board with the number of the line from which each word is taken. Now the dictionary work may begin, taking possibly the form of a game. Opposite each word may be written several synonyms that would fit the context. So far the lesson does not differ materially from a reading lesson. We are simply making sure that the pupil knows the meaning of the words; we have as yet taken no steps to introduce the words to his *speaking* vocabulary. How is this next and more important step to be taken?

It is suggested that the dictionary work be followed with a reading exercise. In this pupils are asked to read parts of the story aloud, not exactly as it is printed but, instead, with substitution of synonyms for the words in the story that have been studied for their meaning. When in his reading the pupil comes to one of the words listed on the board, he will use or read not that word but another word that can be used in its place. Let this reading with substitution be repeated several times, as the reading of a correct-usage drill is repeated — for this is in truth a word drill. It makes the reader emphatically word-conscious; he learns to use the new words and at the same time senses the appropriateness of the author's own. All the while, he is adding these new words to his speaking vocabulary. To be sure, the exercise in variety in expression (see page 19) does this, too; but both

exercises are better than either one alone. It is recommended that teachers remember this word of suggestion whenever word study is being carried on, in order that the greatest value may be given that study. The language teacher must never lose sight of the distinction between the reading and the speaking vocabulary; and in language study the greater of these is the speaking vocabulary. To be sure, this involves the other; but — and this is the point of it all — the reading vocabulary does not involve the speaking vocabulary. The latter is always the smaller.

Do not overlook the line in italics on page 20. It expresses in a sentence the philosophy of every PRACTICE in BETTER ENGLISH. See GN 8.

Pages 21-24. STUDY and PRACTICE again. These are two fundamental procedures in this series. They are exclusive features of BETTER ENGLISH. Do you understand them? See GN 7 and GN 8.

Observe that the present section calls for so-called "creative work"; BETTER ENGLISH calls for much of this, for language work has two aspects: (1) one is the *what* — the content, the thought, the reason for speaking at all; (2) the other is the *how*, the manner, the expression, the way of delivering the communications. The former, to be worth the hearer's or the listener's attention, calls for originality, for constructive thinking, even though this be limited to the gathering of information to be conveyed. Both aspects require constant attention and care. See GN 14.

Pages 24-26. Observe the gradual and illuminating narrowing of the subjects on page 24, as well as the challenging alternatives on page 25. There can be no doubt that pupils will succeed in grasping the idea underlying these alternatives.

Pages 26-28. A long forward step in technical grammar. At last the pupil learns clearly what for a year or more he has

been sensing — that every sentence has two main parts. Now it will be easy for him to take this forward step. See *GN 5*.

Pages 29–31. Creative work again, calling for originality. This section aims to give practice in originality, which comes not by “teacher exhortation” but by “pupil practice.” See *GN 14*.

Pages 31–33. See *GN 5*. Exercises for the removal of the “*and*” habit are at bottom and in effect exercises in sentence study. They are one practical aspect of sentence study. These practical exercises were begun in the BETTER ENGLISH series as early as the third grade; they continue until the end of the course. This means a continually varying presentation from year to year. No “*and*” habit can resist these unceasing and varied onslaughts.

Pages 34–36. See *GN 1*.

Key. The correct words for the 29 numbered blanks in the test and the drill on pages 34–35 are:

1 sat (*or* sits); 2 sitting; 3 set; 4 sit; 5 sits (*or* sat); 6 set; 7 setting; 8 sat; 9 Set; 10 sat; 11 set; 12 set; 13 Sitting; 14 sitting; 15 sits; 16 sit; 17 set; 18 sitting; 19 sat; 20 set; 21 sitting; 22 sitting; 23 Set; 24 sit; 25 sitting; 26 set; 27 sat; 28 Sit; 29 sit.

Time Record: 60 seconds. (See *GN 1* for the significance of this time record.)

Teachers will find a stop watch useful for timing readers.

Pupils that pass the test with perfect scores need no drill in the use of *set* and *sit*. What shall we do with them? See *GN 10*. See the optional work on page 36. Besides, there are supplementary correct-usage drills in the Appendix for those that need them.

Pages 36–38. For alternative styles see *GN 4*. See also *GN 6*, which explains the motivation principle at work in these lessons.

Pages 38–40. Please reread what was said above for pages 26–28. See also *GN 5*.

Pages 41–43. See *GN 11*. Remember that the poems in BETTER ENGLISH are there for language purposes. This does not mean that their poetic appeal is to be neglected; it means that their appeal is to help the pupil to improve his expression technique. Do not mistake: the poems are to be treated as literature — that is, with respect; that respect should here show itself in careful interpretative reading. Notice that significant sentence in italics on page 43.

Pages 43–52. Nearly ten pages of uninterrupted constructive work in language. Observe the interesting material. Notice the variety of exercises. Do not overlook the motivation.

The words in the list on page 49 are here reprinted in italics, together with the meaning of each as the word is used in the story :

<i>posture</i>	position, state, attitude, situation
<i>resolved</i>	determined, decided
<i>ignorance</i>	doubt, wonder, without knowledge or information
<i>mounted</i>	ascended, climbed
<i>presently</i>	soon, shortly, by and by
<i>perceived</i>	saw, noticed, observed
<i>victim</i>	captive, creature, prisoner, unfortunate
<i>at liberty</i>	free, unconfined, unbound
<i>incredible</i>	unbelievable, remarkable, surprising
<i>pursued</i>	followed, chased
<i>encouraged</i>	cheered, strengthened, comforted
<i>exceeding</i>	unusual, extraordinary
<i>advanced</i>	approached, moved forward, proceeded
<i>necessitated</i>	obliged, forced, compelled

This list should be enlarged by the class to include all words in the story that are not in the pupils' *speaking* vocabulary. When all have been listed and supplied with synonyms, as above, it is advised that teachers proceed as was strongly

recommended in the note above for pages 15–20. This should be done before the work in variety in expression (page 49) is begun. See GN 9.

Pages 52–55. It seems advisable to present *froze*, *broke*, and *spoke* in one and the same lesson; it is easier to learn them and their variations together than separately. Learning one helps in the learning of the other.

Key. The correct words from the 26 parentheses on pages 53–54 are:

1 frozen; 2 frozen; 3 *froze*; 4 spoken; 5 spoke; 6 frozen;
7 frozen; 8 frozen; 9 broken; 10 broken; 11 broken; 12 broken;
13 spoke; 14 spoken; 15 spoken; 16 broken; 17 broke;
18 broken; 19 frozen; 20 broken; 21 spoken; 22 broke;
23 broken; 24 spoken; 25 spoke; 26 *froze*.

Time Record: 45 seconds.

Do not overlook the optional exercise on page 55, as well as the alternative or supplementary tests and drills in the Appendix. Remember that your pupils are not all alike in ability or training. See GN 10.

Pages 55–56. In a previous grade the pupil was given practice in telephoning; he also received instruction in giving directions. Now these two practical English activities are combined in one exercise. If the language lesson does not prepare pupils to speak better when they telephone and when they give directions, it is surely failing to do its part in their education. The first sentence on page 56 strikes the keynote of this lesson. See GN 8.

Pages 56–57. See GN 2.

Pages 57–60. Again we turn from the *how* to the *what*. After all, the *what* is as important as the *how* even to teachers who accept the slogan "Correctness first." Let us by all means improve our *way* of speaking; it needs improvement,

as everybody knows; but let us also form the habit, if it is in us and practice can bring it out, of saying things worth while. They may not be brilliant, but they may be above the ordinary talk of the day. At any rate, the effort is desirable; much may come of it, and the apparatus for the necessary practice is here offered in the textbook. See *GN 14*.

Notice the sentence on page 59: "He had not noticed those trees before." Can it be that Tom is on the wrong road? It is easy to get turned around in a strange place. That would explain everything.

Pages 60-61. Teachers have doubtless noticed before this that BETTER ENGLISH teaches grammar not merely by analysis, as has been too long the sterile method, but also by synthesis — that is, by exercises in construction. The one helps the other, throws light on the other; and, as the synthetic exercise is as a rule the easier one, being closer to the activity of actual speaking, the synthetic exercise often precedes the analytic. See how section 22 prepares in this way for section 23.

Pages 62-63. This work lays the foundation for that on pages 208-209, which latter (however) is advanced and optional work. It should not be taken up until the basic work of the year has been finished, that is, toward the end of the year; reference is here made to it for the purpose of showing that the present section has remote bearings.

Page 64. Teachers thinking it advisable to follow this lesson immediately with the one on pages 211-212 may of course do so; as a rule the better order is the one observed in the textbook.

Pages 65-66. Composition work may be presented with an eye on the pupil's practical needs outside of school; yet to depend for motivation on the later usefulness of training in composition would be to miss the mark. Remote results do

not touch the child. The textbook motivates by means of a nearer appeal — "nearer to the heart's desire," as the ancient poet said, though in another context. See GN 6.

Pages 66-68. See GN 3.

Pages 68-72. Aim to reproduce in the classroom, if possible (see GN 12), the live situation presented in the textbook. Do not think that language work will become more interesting to pupils of this age because, as they are often told, good English is "so important" in the great world of reality outside the school. For the schoolboy and schoolgirl the great world of reality is *inside* of and immediately around the school — if school conditions are at all right — and without quibbling, this world is exactly as "real" as the other. We adults must get over our condescending way of thinking of the child's world as only a preparatory world; it is a world of its own, just as valid and self-sufficient as our own. While the pupil is in the school world, motivation of his activities will not be genuine unless it grows out of that world. See GN 6. Notice how BETTER ENGLISH effects such genuine motivation.

Pages 72-75. Now the "mechanics" again, the *how*, the requirements of "Correctness first." This series of exercises arises naturally out of the needs of the class as revealed by the letter-writing activities of the preceding section. For those exceptional pupils that have no need of the drill, the optional work on page 75 is provided.

Pages 75-77. This grammar topic was untechnically presented more than once during the instruction preceding the present grade. Now we present it in more difficult form; it is both a review and a step forward.

Pages 77-80. The *lie-and-lay* difficulty has been treated before in the BETTER ENGLISH books, but not in so advanced a manner as here. Now the former treatments are clinched by the new attack on the old difficulty.

Key. The correct words from the 26 numbered parentheses in the test and the drill sentences on pages 79–80 are:

1 lie; 2 Lay; 3 laying; 4 lies; 5 lay; 6 laid; 7 lies; 8 laying; 9 lying; 10 laid; 11 lay; 12 lying; 13 lies; 14 lay; 15 lying; 16 lying; 17 laid; 18 lie; 19 lay; 20 lay; 21 laid; 22 lain; 23 laid; 24 Lie; 25 laid; 26 lying.

Time Record: 60 seconds. See supplementary or alternative drill in Appendix.

Pages 81–83. In the preceding grade possessives were introduced, but the instruction did not go beyond the singular number. Now we cover the entire subject, although beginning as if pupils had forgotten most or all of what they knew about it, which is the safest assumption. Pupils forget; they are like adults.

Pages 84–85. Much, if not most, of the written work required of pupils by BETTER ENGLISH takes the form of letter writing. The reason is that this form of written work is practically the only kind of written work most pupils ever do, either during schooldays or when they leave school. Accordingly the present textbook aims to help pupils to perfect themselves in this practical, interesting, useful activity. Another thing. The letter writing that is required here (see project on page 85) is the kind that makes a genuine appeal to the pupil himself. Although we have here an imaginary business situation — which in itself has about as much appeal to the child as taking out life insurance would have — still the situation is *saved* for him in a number of ways. Observe that pupil writes to pupil, that the play spirit (which is the spirit of art — and language study is the study of the *art* of communication) is invoked to vitalize the assignment. Still another thing. Though half the lesson is devoted to practice in originality, the slogan “Correctness first” is by no means forgotten. It is suggested that the class post office be given

a prominent position in the correction work. Let it be an honor much desired to become either postmaster or postal assistant. See *GN 12*.

Pages 86-88. Some teachers say that it is more important to teach exposition than narration. Both forms of discourse are given an important place in *BETTER ENGLISH*. The present section deals with exposition, or explanation, as some prefer to call it. The suggestion is here made again that teachers try the lessons on themselves before trying them on the pupils. Much can be learned of the learning process when one is learning one's self. Sometimes a teacher's eyes are opened by such self-study during learning. It surely will improve the teaching to have teachers approach each task as fellow learners with the pupils. In all this remember *GN 8*. That note goes to first principles.

Pages 88-90. See *GN 2*. The *th* difficulty proves particularly bothersome to Polish children. The textbook suggests an effectual method of meeting the difficulty.

Pages 90-93. Why study adjectives if this study does not lead to an improved use of this part of speech? In this practical age every subject in the curriculum, including grammar, must justify itself by its usefulness. Notice the content of section 37; notice further that section 38 also deals with the adjective. This is as it should be after the study of section 36.

Pages 93-96. The writing exercise on page 95 will, it is believed, be found quite novel. The guessing adds motivation to the situation. The project at the foot of page 95 provides for continued interested activity. Throughout we are dealing not with description for the sake of description (which would very much resemble digging holes in the ground for the sake of filling them up again) but with this vital thing: description for the sake of identification.

Pages 96-97. See GN 3, pages 184-190 in the Appendix, pages 66-68, and then remember to bring "together" the words of sections 26 and 39 when, after two or three weeks you are confident that the class knows the words in the latter section as well as those in the former — each group having been learned "separately." Give the class a thorough review of *both* sections at one and the same time. Intermingle the two sections and teach them as one.

Pages 97-102. Just as section 23 led to nouns, since the principal word of the subject is most often a noun, so section 40 leads to verbs, since the principal word of the predicate is always a verb. The definition of the verb (page 102) is of course inadequate, but possibly better at this time than a fuller one. Teachers desiring a fuller one may take their choice between the following two :

A verb is a word that asserts or declares, and hence can stand (alone or with other words) as the predicate of a sentence.

WHITNEY

A verb is a word which can assert something (usually an action) concerning a person, place, or thing.

KITTREDGE AND FARLEY

Pages 102-105. Again the content rather than the expression, the matter rather than the manner, occupies our attention. The continued story should give pupils much pleasure — and practice! Both are important from the view of language results.

Pages 105-108. Logically we follow the recent explanation of the verb with a thoroughgoing treatment of the correct use of verbs, the part of speech which has the honor of being used incorrectly more than any other. In the present section we review all the verbs to which special drills have been devoted during the present and preceding years.

Key. The correct words from the 35 numbered parentheses in the test and the drill sentences on pages 107–108 are:

1 saw; 2 torn; 3 torn; 4 did; 5 torn; 6 lying; 7 came; 8 tore; 9 came; 10 tore; 11 torn; 12 came; 13 gone; 14 seen; 15 eaten; 16 ran; 17 drank; 18 teach; 19 were; 20 saw; 21 May; 22 Can; 23 doesn't; 24 teach; 25 spoken; 26 written; 27 frozen; 28 broken; 29 Sit; 30 teach; 31 thrown; 32 came; 33 rung; 34 sung; 35 sung.

Time Record: 50 seconds. See the alternative or supplementary drills in the Appendix.

Pages 109–110. Nobody — not even a child in school — likes to write a letter unless he has something to communicate; writing for mere practice is usually dull and uninspiring work. Therefore BETTER ENGLISH does not compel pupils to engage in this pleasureless practice. What does BETTER ENGLISH do? It gives the exercise or assignment such motivation as leads pupils to practice while they think they are playing. They get the fun of the play and the benefit of the practice at one and the same time. This device has been called sugar-coating the pill. It really goes deeper than that; it makes the medicine itself palatable — exactly as the work of training for a game becomes pleasant in itself to the team subjected to its rigors. See *GN 6*.

Pages 110–111. See *GN 11*.

Pages 114–119. The teacher's attention is called to the wide variety of language work that the present section embraces: (1) making an outline; (2) condensing into a sentence the thought of a paragraph; (3) word study; (4) variety in expression; (5) speaking; (6) practice; (7) team speaking (why *four* pupils on each team?); (8) inviting visitors (either by letter or by telephone, as the teacher may think most valuable for the class).

Synonyms are suggested for the words selected from the

Seaver Report and listed on page 118 of the textbook, as well as in italics below, as follows :

2	<i>discover</i>	find out, detect, ascertain
3	<i>special</i>	particular, noticeable, peculiar
4	<i>effect</i>	consequence, influence, result
8	<i>girth</i>	measure, size, circumference
9	<i>important</i>	serious, essential, weighty, necessary
12	<i>record</i>	register, memorandum, history
14	<i>compared</i>	contrasted, placed side by side
15	<i>discoveries</i>	finds, additions to our knowledge
17	<i>period</i>	time, portion of time, span, duration
22	<i>explained</i>	accounted for, made clear, threw light upon
24	<i>appeared</i>	seemed to be true, became plain, seemed
29	<i>surprising</i>	unexpected, astonishing, striking
31	<i>trifle</i>	bit, little (a trifle — slightly)
32	<i>examine</i>	study, measure, consider, test
37	<i>surpassed</i>	excelled, outstripped, exceeded, outdid
45	<i>indicated</i>	shown, pointed out, revealed, declared
46	<i>superiority</i>	excellence, preëminence, advantage
46	<i>quoted</i>	stated, given, recited, cited, enumerated
49	<i>elated</i>	pleased, exultant, triumphant
50	<i>disgusted</i>	displeased, annoyed, irritated
54	<i>keenness</i>	sharpness, alertness, acuteness
55	<i>exult</i>	rejoice, congratulate himself, triumph

The procedure which teachers are again strongly advised to follow on the dictionary work above is explained in the Manual in the suggestions for pages 15–20 of the textbook. Teachers are urged to reread that significant note. It explains a most effectual method of making the pupil's vocabulary *grow*.

Pages 121–124. "The class in business" might be the name of the letter-writing situation here presented. See *GN 12* and *GN 4*.

Pages 124–126. The test of an adjective is whether it modifies a noun; the test of an adverb is whether it modifies a verb, an adjective, or another adverb. Pupils sometimes con-

fuse adjectives with adverbs; later in the BETTER ENGLISH series there will be much practice provided in differentiating the two. For the present, since pupils are making their first acquaintance with the parts of speech, the textbook is content with the preliminary differentiation called for in section 51.

Pages 126-130. See *GN 12*. Now we pass to argumentation, or persuasion. Much pleasure and profit lies in store for the class in these debates. (See pages 134-136.) As many pupils as possible should be given a chance to speak.

Pages 130-134. The teaching of the part of speech *pronouns* is logically followed by instruction and drill in the correct use of pronouns. See *GN 1*.

Key. The correct words from the 24 numbered parentheses in the test and the drill sentences on pages 133-134 are:

1 he; 2 did; 3 she; 4 he; 5 she; 6 they; 7 he; 8 I; 9 I;
10 he; 11 he; 12 she; 13 we; 14 he; 15 she; 16 they; 17 they;
18 I; 19 she; 20 he; 21 I; 22 I; 23 she; 24 they.

Time Record: 45 seconds.

Teachers will observe that no attempt is made in the present drill (or in the present grade, for that matter) to teach the pupil the difference between the subject pronoun (used as a subjective complement) and the object pronoun.

Pages 136-138. See *GN 4*.

Pages 140-143. See *GN 1*.

Key. The correct words from the 24 numbered parentheses in the test and drill sentences on pages 141-142 are:

1 among; 2 off; 3 beside; 4 besides; 5 across; 6 into; 7 in;
8 into; 9 off; 10 into; 11 behind; 12 beside; 13 between;
14 beside; 15 Besides; 16 among; 17 at; 18 at; 19 at; 20 at;
21 at; 22 at; 23 besides; 24 beside.

Time Record: 55 seconds.

Pages 143-144. Reread what is said in this Manual for pages 21-24 and 29-31 of the textbook; also pages 57-60.

Page 148. See *GN 11*.

Pages 149–151. Now that the pupil knows something about conjunctions, knows in particular that there are other conjunctions besides *and*, the attack on the "*and*" habit proceeds along a new and appropriate line, namely, the substitution of other and more suitable conjunctions for the undesirable, overworked *and*'s. See *GN 5*.

Pages 151–154. Speaking from dictation is a new device for giving learners practice in speaking. Teachers will do well to try it on themselves before using it with the class. That is an excellent rule for all work in composition, oral or written; the realization of the difficulties of an assignment makes teachers more efficient, much to their own delight and the pupils' profit.

Pages 155–156. See the frontispiece for this grade. See *GN 12*.

Pages 158–162. See *GN 1*.

Key. The correct words from the 80 numbered parentheses in the test and drill sentences on pages 159–161 are:

A 1 Unless; 2 saw; 3 he; 4 Whom; 5 besides; 6 as; 7 like; 8 isn't; 9 let; 10 Leave; 11 anybody; 12 seen; 13 lying; 14 doesn't; 15 did; 16 gone; 17 anything; 18 were; 19 did.

Time Record: 30 seconds.

B 20 Sit; 21 let; 22 frozen; 23 came; 24 threw; 25 those; 26 broken; 27 Who; 28 broke; 29 May; 30 teach; 31 written; 32 spoken; 33 these; 34 well; 35 sitting; 36 those; 37 Doesn't; 38 this; 39 that; 40 drunk; 41 eaten.

Time Record: 35 seconds.

C 42 I; 43 did; 44 this; 45 were; 46 I; 47 did; 48 these; 49 anything; 50 saw; 51 off; 52 well; 53 taught; 54 sung; 55 any; 56 those; 57 rung; 58 she; 59 he; 60 taught; 61 those; 62 run; 63 saw; 64 into.

Time Record: 35 seconds.

D 65 Unless; 66 Let; 67 let; 68 as if; 69 Doesn't; 70 rung; 71 across; 72 Who; 73 written; 74 Whom; 75 torn; 76 broken; 77 Set; 78 beside; 79 behind; 80 at.

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Time Record: 35 seconds.

Time Record for Groups A, B, C, and D: 135 seconds.

See pages 169–184 for alternative or supplementary drills.

Pages 162–164. See *GN 3* and *GN 4*.

Key. The fifteen numbered sentences on pages 163–164 are correctly written as follows:

1. The girl's brother turned quite pale from the pain.
2. He said, "The principal thing I want is quiet."
3. The stranger said, "On February 3, 1932, I shall take a week's vacation and ride a horse to Jackson, Michigan."
4. "Mary, where are you going?" asked her mother.
5. "Yes, I know your son, Mrs. Blake," replied John Smith.
6. Mrs. Blake answered, "He knows you, too, John."
7. There are eight flowers in her hair.
8. Four great delicious pears were sent to my father.
9. Will you buy a horse here or a cow there?
10. You have a right to write by day or by night.
11. Mother used flour, sugar, butter, eggs, milk, and a few other things for my birthday cake.
12. The boy's coat hung in the men's room with the other boys' coats.
13. "When you come again," said my friend, "bring your sister with you."
14. "I haven't seen Fred, and he hasn't seen me," said the boy.
15. My name is Mary Jones, and I live in Nebraska in a city that is just about halfway between the Rocky Mountains and the Mississippi River.

Pages 165–167. This list of objectives may be variously used, or — so far as the pupil is concerned — may be omitted altogether. Modern educational opinion, however, favors letting pupils know at the beginning of the year (and of each task, for that matter) exactly what the aim of the work is, in order that pupils may proceed not blindly and may have the benefit that comes from seeing themselves nearing that aim. Many teachers begin the year by calling pupils' attention to

the year's aims; at the end of the year the gains may be discussed. Another procedure is to discuss only a few of the aims when the work of the grade begins — that is, only those that apply to the first tasks; then, from time to time, others are added as they may be seen to apply. In the same way the gains may be measured as they are made progressively through the year.

Pages 169–216. The Appendix of nearly 50 pages serves to give flexibility, adaptability, to the book, in view of differences among pupils in native ability, home training, and school training. See *GN 10*.

Pages 171–179. See *GN 1*.

Key. The correct words for the 150 numbered blanks on pages 171–179 are :

1 ate; 2 eaten; 3 eaten; 4 eaten; 5 ate; 6 eaten; 7 came; 8 come; 9 came; 10 come; 11 came; 12 came; 13 done; 14 did; 15 did; 16 did; 17 done; 18 done; 19 don't; 20 doesn't; 21 doesn't; 22 doesn't; 23 doesn't; 24 don't; 25 drank; 26 drank; 27 drunk; 28 drank; 29 drank; 30 drunk; 31 well; 32 well; 33 well; 34 good; 35 well; 36 well; 37 isn't; 38 am not; 39 aren't; 40 aren't; 41 aren't; 42 isn't; 43 she (*or* he); 44 I; 45 he (*or* she); 46 I; 47 we (*or* they); 48 they (*or* we); 49 teach; 50 teach; 51 learn; 52 learn; 53 teach; 54 teach; 55 lying; 56 lies; 57 lying; 58 lay; 59 lying; 60 lain; 61 laid; 62 lying; 63 lying; 64 laid; 65 laying; 66 lies; 67 may; 68 can; 69 can; 70 may; 71 may; 72 May; 73 any; 74 any; 75 any; 76 never; 77 any; 78 any; 79 ran; 80 run; 81 ran; 82 run; 83 ran; 84 run; 85 rang; 86 rang; 87 rung; 88 rang; 89 rang; 90 rung; 91 sang; 92 sung; 93 sang; 94 sang; 95 sung; 96 sang; 97 saw; 98 saw; 99 seen; 100 saw; 101 saw; 102 seen; 103 sitting; 104 sits; 105 sat; 106 set; 107 sit; 108 sitting; 109 those; 110 Those; 111 them; 112 These; 113 those; 114 those; 115 these; 116 this; 117 This; 118 this; 119 these; 120 this; 121 that; 122 those; 123 that; 124 those; 125 those; 126 that; 127 threw; 128 threw; 129 thrown;

130 threw; 131 thrown; 132 thrown; 133 was; 134 were; 135 were; 136 were; 137 was; 138 were; 139 gone; 140 went; 141 gone; 142 gone; 143 went; 144 gone; 145 wrote; 146 written; 147 written; 148 written; 149 written; 150 wrote.

Pages 179-184. See *GN 1*.

Key. The correct words for the 90 numbered blanks on pages 179-184 are:

1 among; 2 between; 3 among; 4 among; 5 between; 6 among; 7 at; 8 at; 9 at; 10 at; 11 to; 12 at; 13 beside; 14 besides; 15 beside; 16 besides; 17 beside; 18 besides; 19 broke; 20 broken; 21 broken; 22 broken; 23 broke; 24 broken; 25 froze; 26 frozen; 27 frozen; 28 frozen; 29 froze; 30 frozen; 31 in; 32 into; 33 in; 34 into; 35 in; 36 in; 37 let; 38 leave; 39 let; 40 let; 41 let; 42 leave; 43 lie; 44 lay; 45 lie; 46 lie; 47 lie; 48 Lie; 49 like; 50 as; 51 as; 52 like; 53 as; 54 as; 55 off; 56 off; 57 off; 58 off; 59 off; 60 off; 61 sit; 62 set; 63 sit; 64 set; 65 sit; 66 sit; 67 spoken; 68 spoke; 69 spoken; 70 spoke; 71 spoken; 72 spoken; 73 torn; 74 torn; 75 tore; 76 torn; 77 torn; 78 torn; 79 unless; 80 without; 81 Unless; 82 without; 83 unless; 84 unless; 85 Whom; 86 Who; 87 whom; 88 Who; 89 whom; 90 Whom.

Pages 187-189. See *GN 3*.

Key. The correct words for the 102 numbered blanks on pages 187-189 are:

1 an; 2 and; 3 an; 4 Are; 5 our; 6 or; 7 eight; 8 ate; 9 blue; 10 blew; 11 Buy; 12 by; 13 by; 14 sent; 15 cent; 16 father; 17 farther; 18 farther; 19 flower; 20 flour; 21 Four; 22 for; 23 grate; 24 great; 25 hair; 26 hare; 27 have; 28 half; 29 hear; 30 here; 31 hoarse; 32 horse; 33 knew; 34 new; 35 knight; 36 night; 37 know; 38 no; 39 knows; 40 nose; 41 meat; 42 meat; 43 meet; 44 nun; 45 none; 46 off; 47 of; 48 off; 49 one; 50 one; 51 one; 52 won; 53 pear; 54 pair; 55 piece; 56 piece; 57 peace; 58 peace; 59 read; 60 red; 61 right; 62 write; 63 rode; 64 road; 65 route; 66 root; 67 sail; 68 sale; 69 sow; 70 sew; 71 son; 72 sun; 73 stair;

74 stare; 75 stair; 76 then; 77 than; 78 then; 79 Their;
80 there; 81 their; 82 Two; 83 too; 84 to; 85 waste; 86 waist;
87 Wait; 88 weight; 89 way; 90 weigh; 91 week; 92 weak;
93 week; 94 weak; 95 weak; 96 Where; 97 wear; 98 would;
99 Would; 100 wood; 101 Would; 102 Would.

Pages 189–190. See *GN 3*.

Key. The correct words for the 33 numbered blanks under “C” on pages 189–190 are:

1 air; 2 heir; 3 heir; 4 fare; 5 fair; 6 fare; 7 pale; 8 pail;
9 pale; 10 pane; 11 pain; 12 pain; 13 rain; 14 reign; 15 rain;
16 quite; 17 quiet; 18 quiet; 19 accept; 20 except; 21 accept;
22 except; 23 whether; 24 weather; 25 whether; 26 weather;
27 prophet; 28 profit; 29 prophet; 30 profit; 31 principal;
32 principle; 33 principal.

Pages 203–216. These pages present advanced technical grammar that is not taught by all schools in the present grade; many postpone it to the following year. Teachers must use their discretion. Much depends on local conditions, the average ability of the class, the school future of the pupils, and the wishes and convictions of the teacher and the school system. But here it is for those who can and wish to use it. Others may omit it, since all of the work in the Appendix is optional.



